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ABSTRACT

This report contains statistical information on: (1) demographic and background characteristics of American college and university faculty, by sex, 1969: (2) professional background and academic activity, by sex, 1969: (3) attitudes of college faculty toward education, faculty, and the profession, by sex, 1969: (4) faculty political preferences and attitudes toward major social issues, by sex, 1969, and (5) faculty protest participation and attitudes on campus activism, by sex, 1969. The data were gathered from questionnaires sent to 100,315 faculty members at 303 colleges and universities; 60,028 or 59.8 percent responded. The sampling design and the weighting of the data are described, and the sample and institutional weights used from the data are presented in the first table. The faculty questionnaire, a list of institutions represented by faculty respondents, and the letter of request to the American Council on Education representative for faculty rosters are included in the appendix. (AF)

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COLLEGE AND UNIVERSITY FACULTY: A STATISTICAL DESCRIPTION

A Report on a Collaborative Survey

by

The Carnegie Commission on the Future of Higher Education

and

The American Council on Education

Alan E. Bayer

ACE RESEARCH REPORTS

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College and University Faculty: A Statistical Description[1]

In 1969, the Carnegie Commission on the Future of Higher Education initiated and financed a series of large-scale national surveys of students, faculty, and administrators in the nation's colleges and universities. These projects were carried out by the Survey Research Center at the University of California, Berkeley, in conjunction with the Office of Research of the American Council on Education. The omnibus questionnaires employed in these surveys were designed to meet the need for a variety of information which could be used for research purposes and which, in addition, could provide national normative data based on representative samples from the higher education population. This report deals with the first of the series of projects to be completed, the survey of teaching staff, and provides normative tabulations for the entire group of college and university faculty.

Descriptive studies of college and university faculty are neither new nor uncommon. But typically, the comprehensiveness and diversity of the information collected and reported is inversely related to the sample size. Lazarsfeld and Thielens (1958), for example, interviewed only about 2,500

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[1]This report is published by the American Council on Education as part of a cooperative research project with the Carnegie Commission on Higher Education, supported in part by funds from the United States Office of Education, Department of Health, Education and Welfare. Support for the analysis of data and preparation of this report was provided by grants to the American Council on Education from the National Science Foundation (Grant GR-57) and the National Institute of Mental Health (Grant 1 R12 MH17,084-01). Coordination for this entire project was handled by Clark Kerr, Chairman of the Commission; Martin Trow and Seymour M. Lipset, Co-Directors of the project; and Alexander Astin, Director of ACE's Office of Research. Martin Trow supervised the effort, and coordinated the work of his associates at the University of California, Berkeley, and the research associates at the American Council on Education. Oliver Fulton, Glenn Edwards, and Barbara Blandford provided valuable assistance in implementation of the survey design and in instrument development. Jeffrey Dutton provided extensive programming assistance in developing the weights and statistical tabulations for this report; Jeannie Royer was responsible for the final preparation of the entire manuscript. However, the information contained herein does not necessarily reflect the position or policy of the funding agencies or affiliated organizations; and no official endorsement by these agencies or organizations should be inferred.

faculty members for their classic study; Parsons and Platt (1968) administered a more extensive questionnaire and interview schedule but to a sample of less than 1,000; Brown and Tontz (1966) used a much larger sample (about 8,000) but employed a smaller number of more narrowly focused items. Extremely large surveys usually involve rather short questionnaires and often are restricted to particular subpopulations of faculty. For instance, each year the National Academy of Sciences-National Research Council administers a two-page questionnaire to more than 25,000 persons, but these include only new doctorate recipients who are about to enter professional career positions, about half of which are in academic settings (National Academy of Sciences, 1967, 1970). The biennial survey of the National Science Foundation (also a two-page questionnaire) covers several hundred thousand professionals -- more than a third of whom are in educational institutions -- but is limited to the science disciplines (National Science Foundation, 1968). The 1963 College Faculty Survey (COLFACS) employed a six-page instrument administered to a 10 percent sample of the 138,000 faculty members in universities and four-year colleges, but excluded staff in junior colleges (Dunham, Wright, and Chandler, 1966).

On the other hand, the descriptive information in this report, the first of several to result from the national surveys sponsored by the Carnegie Commission on the Future of Higher Education, is intended to be both comprehensive in substance and generalizable to all current American junior college, four-year college, and university faculty.[2] The data on which this normative report is based will also be used for a series of analytical studies.

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[2]Tabulations for selected items of data from the faculty survey have been published previously (Ladd, 1970), but the raw data were not edited nor were tabulations adjusted statistically to compensate for sampling and response bias. Consequently, as Trow (1970) has noted, Ladd's findings cannot be generalized to the total population of college and university teaching faculty.

The data were collected by means of a twelve-page questionnaire mailed to a national sample of faculty teaching in a variety of American institutions of higher education. This survey instrument (see Appendix A) was designed to elicit a wide range of information on biographic and demographic characteristics career development, professional performance, behaviors, and attitudes. The returns were differentially weighted so that tabulations would be reasonably representative of the entire population of teaching faculty, and so that the related summary data would be applicable to the entire population of institutions of higher education.

Sampling Design

In March of 1969 the survey questionnaire was mailed to a sample of regular faculty at 303 U.S. colleges and universities, primarily those institutions which participated in the 1966 Cooperative Institutional Research Program of the American Council on Education (Astin, Panos, and Creager, 1967). A disproportionate random sampling design was used in selecting these institutions in order to obtain adequate numbers of institutions of various types and characteristics (Creager, 1968). The 303 institutions, which are listed alphabetically in Appendix B, include 57 junior colleges, 168 four-year colleges, and 78 universities. They range in size from a faculty of fewer than 20 to a faculty of more than 4,000.

The 303 institutional representatives for the ACE Cooperative Institutional Research Program were sent letters (see Appendix C) which requested that they provide rosters showing the names and addresses of all regular teaching faculty at their institutions. A six in seven random sample of faculty was selected from these rosters for the survey; included were 100,315 regular faculty -- from both academic departments and professional schools -- who were responsible

for the teaching of any degree-credit course during the 1968-1969 academic year. Approximately two weeks after the initial questionnaire mailing, a follow-up reminder postcard was sent to the entire sample. Those who still failed to respond were sent another reminder and a second questionnaire. Usable returns were finally received from 60,028 respondents (59.8 percent).

Weighting

Three sets of weights were developed. The first is a between-college weight which adjusts the data for the disproportionate sampling of institutions from the population. The second is a within-college weight which adjusts for the six in seven sampling of faculty and for the differential response rates of faculty (by degree level) at the various institutions. The third, the subject weight, is the product of the first two and was applied in the subsequent processing of subject data records on file.

Between-college weight.

Inasmuch as the faculty survey was executed in 1969, and the institutional population had grown rapidly since the selection of the 1966 core sample of colleges and universities which was used for the faculty survey, it was determined to base the weighting procedure on the stratification design employed in the 1969 ACE Cooperative Institutional Research Program. This restratification has been shown to be superior to the 1966 design because it provides better control of sampling error, particularly through introducing more detailed breakouts of the four-year institutions (including separate stratification cells for predominantly black institutions) and by stratification cell assignment on more relevant criteria (Creager, 1968).

The total population of 2,433 institutions was arrayed into the 35 stratification cells used in the 1969 ACE Cooperative Institutional Research Program.

This stratification design takes into account institutional type, control, level of selectivity, and institutional affluence (Creager, Astin, Boruch, Bayer, and Drew, 1969). Similarly, each of the 303 sample institutions was assigned to the appropriate stratification cell, and some adjacent cells were combined so that there would be an adequate number of sample institutions in each grouping. The ratio of population to sample counts was then calculated; these weights ranged from 1.8 to 32.8 (Table 1, column 3).

Within-college weight.

A preliminary check of the response from the faculty indicated that there was a bias in the returns. Those who held a doctoral degree were substantially more likely to respond than were those who held a degree below this level. Consequently, for each institution in the sample, faculty counts by degree level (doctorate versus not doctorate) were obtained. These data were derived primarily from the ACE Master Institutional File (Creager and Sell, 1969). All faculty counts were verified and corrected when necessary through cross-reference with either college catalogues; the ACE quadrennial reports on the nation's institutions, American Universities and Colleges (Singletary, 1968) and American Junior Colleges (Gleazer, 1967); or The College Blue Book (CCM Information Corporation, 1969). In those few cases where only total staff counts were available, the mean percentage of doctorate-holding faculty members at the remaining sample institutions in the same stratification cell was used to estimate the number by degree level for the institution having missing data.

For each institution, the ratio of total staff to total respondents, by degree level, was then calculated. Because the total staff counts by degree level were based chiefly on institutional figures for the years immediately prior to the 1968-1969 academic year, in some of the institutions which have

experienced substantial and rapid staff increases the number of respondents approaches, and in a few cases slightly exceeds, the total staff figures within a degree-level category. In the latter case, weights were set equal to one. Typically, the weights were less than 2.0, but ranged as high as 6.0 for faculty holding a doctorate and 9.8 for faculty without a doctorate (Table 1, columns 5 and 8).

Subject weight.

The third weight read onto the subject data record is derived by multiplication of the first two. This subject weight was rounded to the nearest whole number and was used for the analyses in this report, where the object is to estimate population parameters for American college faculty.

National Estimates

The weighted national estimates of percentage distributions of college faculty on selected items from the questionnaire are shown in Tables 2 through 6, which cover the following categories:

- Demographic and Background Characteristics (Table 2)
- Professional Background and Academic Activity (Table 3)
- Attitudes Toward Education, Faculty, and the Profession (Table 4)
- Political Preferences and Attitudes Toward Social Issues (Table 5)
- Protest Participation and Attitudes on Campus Activism (Table 6)

In each of these tables, the first set of columns lists the weighted percentage distribution for faculty in all institutions. The other sets of columns show similar tabulations for faculty in each of the major types of institutions: two-year colleges, four-year colleges, and universities. Each set of columns presents tabulations for men, women, and total, both sexes. Among the total number of respondents, 2.0 percent did not report their sex;

these subjects were added to the tabulations for men. Among all institutions, the weighted proportion of faculty who are women is 19.1 percent; in two-year colleges, 25.6 percent; in four-year colleges, 22.7 percent; and in universities, 14.8 percent.

For each item a small number of respondents skipped the question or gave an unreadable response. Except where noted, these blank (no answer) responses were omitted and the computations of the percentage distributions are based on only those responding to the item.

Since the items of normative data are ordered differently than the items on the original questionnaire (Appendix A), the questionnaire item number is shown in parentheses after each tabulated variable. For a number of the questionnaire items, the tabulations are shown in the same response category breakout as was provided on the original questionnaire form; in some cases, the original categories were collapsed into a smaller number. The complete wording of each item, and the response options, can be determined by referring to the original questionnaire.

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Table 1.
Sample and Institutional Weights Used for
Faculty Data: 1969

Stratification Cell for Sampling	Number of Institutions: Population[a]	Number of Institutions: Used in sample	Institutional Weight (Between College Weight)	Number of Faculty In Sample	Staff Weight (Within College Weight): Faculty Holding Doc. Highest	Faculty Holding Doc. Lowest	Faculty Holding Doc. Median	Faculty Not Holding Doc. Highest	Faculty Not Holding Doc. Lowest	Faculty Not Holding Doc. Median
University										
Selectivity:[b]										
1,5. LESS THAN 500 AND UNKNOWN	161	13	12.4	5775	2.0	1.0	1.2	3.6	1.0	1.4
2. 500-549	39	19	2.1	9865	3.2	1.1	1.4	5.4	1.0	1.7
3. 550-599	45	18	2.5	9838	2.9	1.0	1.4	8.1	1.0	1.7
4. 600 OR MORE	51	28	1.8	17610	3.4	1.0	1.9	9.0	1.0	2.1
4-Year Public College										
Selectivity:[b]										
6,9. LESS THAN 450 AND UNKNOWN	162	10	16.2	1099	1.5	1.0	1.2	7.0	1.0	1.6
7. 450-499	67	7	9.6	1599	1.6	1.0	1.3	2.1	1.2	1.4
8. 500 OR MORE	73	12	6.1	2474	2.8	1.0	1.3	4.4	1.1	1.7
4-Year Private Nonsectarian										
Selectivity:[b]										
10,14. LESS THAN 500 AND UNKNOWN	216	20	10.8	1325	2.6	1.0	1.6	4.4	1.2	1.8
11. 500-574	43	6	7.2	339	3.6	1.1	1.6	3.6	1.3	1.6
12. 575-649	54	16	3.4	1306	3.0	1.2	1.5	3.6	1.3	1.7
13. 650 OR MORE	48	23	2.1	2128	4.0	1.0	1.5	3.2	1.0	1.6
4-Year Roman Catholic										
Selectivity:[b]										
15,18. LESS THAN 500 AND UNKNOWN	106	14	7.6	509	6.0	1.0	1.7	3.1	1.1	1.7
16. 500-574	73	11	6.6	619	4.5	1.2	1.8	2.8	1.4	1.5
17. 575 OR MORE	41	13	3.2	594	4.0	1.3	2.0	3.5	1.7	2.2
4-Year Protestant										
Selectivity:[b]										
19,23. LESS THAN 450 AND UNKNOWN	135	9	15.0	253	2.2	1.0	1.2	3.6	1.2	2.1
20. 450-499	53	5	10.6	232	1.7	1.0	1.5	3.1	1.5	1.7
21. 500-574	68	9	7.6	389	2.6	1.0	1.6	2.1	1.3	1.7
22. 575 OR MORE	48	13	3.7	1012	1.8	1.0	1.4	2.4	1.1	1.8
2-Year College										
24,25,26. SELECTIVITY[b] LESS THAN 500	150	13	11.5	850	4.0	1.0	2.0	9.8	1.0	2.3
27. SELECTIVITY[b] 500 OR MORE	57	7	8.5	471	4.5	1.0	1.1	4.1	1.0	1.9
28,29,32, 33. EXPENDITURES[c] LESS THAN $1000 AND EXPENDITURES AND SELECTIVITY UNKNOWN	558	17	32.8	450	4.0	1.0	1.1	8.5	1.2	2.0
30,31. EXPENDITURES[c] $1000 OR MORE	91	6	15.2	355	3.8	1.5	1.5	3.8	1.0	1.9
Predominantly Negro College										
34,35. PUBLIC AND PRIVATE	94	14	6.7	936	5.0	1.0	1.8	3.0	1.2	2.1

[a] Creager, Astin, Boruch, Bayer, and Drew, 1969, pp. 11-12.

[b] Average achievement test scores of entering students.

[c] Per-student expenditures for educational and general purposes.

TABLES

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Table 2. Demographic and Background Characteristics of American College Faculty, by Sex: 1969 (Percentage Distribution)

Item Description and Question Number	All Institutions			In Two-Year Colleges			In Four-Year Colleges			In Universities		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Age (87)												
Over 60 (born before 1909)	7.3	9.3	7.7	6.2	8.0	6.6	7.9	10.4	8.5	7.2	8.6	7.4
51-60 (born 1909-1918)	15.1	18.5	15.7	15.2	18.5	16.1	15.0	17.7	15.6	15.1	19.4	15.7
41-50 (born 1919-1928)	26.7	26.6	26.7	27.6	29.0	28.0	25.6	26.4	25.7	27.3	25.8	27.1
36-40 (born 1929-1933)	17.3	13.0	16.5	15.5	12.2	14.6	16.4	14.5	15.9	18.3	11.7	17.3
31-35 (born 1934-1938)	18.5	12.8	17.4	18.3	11.9	16.6	18.4	12.8	17.1	18.6	13.3	17.8
30 or less (born after 1938)	15.0	19.7	16.0	17.2	20.3	18.0	16.7	18.1	17.0	13.4	21.1	14.6
Race (89)												
White	96.6	94.7	96.3	99.1	96.7	98.4	94.2	91.3	93.5	97.7	97.7	97.7
Black	1.8	3.9	2.2	0.5	1.4	0.7	4.2	7.4	5.0	0.4	1.0	0.5
Oriental	1.3	1.1	1.3	0.2	1.4	0.5	1.2	0.9	1.2	1.6	1.0	1.6
Other	0.3	0.3	0.3	0.2	0.5	0.3	0.4	0.3	0.4	0.3	0.2	0.3
Citizenship (65 a,b)												
Not U.S. citizen	4.0	2.8	3.8	0.8	1.3	0.9	3.3	3.2	3.3	5.1	3.1	4.8
U.S. citizen, naturalized	5.5	4.6	5.3	4.3	2.2	3.8	5.8	4.9	5.6	5.6	5.3	5.6
U.S. citizen, native	90.5	92.6	90.9	94.8	96.5	95.3	90.9	91.9	91.1	89.2	91.6	89.6
Father's Educational Attainment (79b)												
Eighth grade or less	30.0	25.5	29.1	39.4	30.5	37.1	31.5	26.7	30.5	26.9	21.9	26.1
Some high school	14.4	13.7	14.3	15.2	15.0	15.1	15.4	13.6	15.0	13.6	13.3	13.5
Completed high school	17.5	17.4	17.5	19.1	20.1	19.3	17.4	16.0	17.1	17.2	17.7	17.3
Some college	12.4	13.7	12.6	10.8	15.9	12.1	12.2	12.3	12.2	12.9	14.2	13.1
College graduate	9.6	10.0	9.7	6.7	5.8	6.5	8.7	10.1	9.0	10.9	11.7	11.0
Some graduate school	5.0	7.1	5.4	2.7	4.5	3.2	4.9	7.8	5.6	5.5	7.5	5.8
Advanced degree	11.1	12.6	11.4	6.1	8.2	6.6	9.9	13.3	10.7	13.0	13.8	13.1
Religious Background (78a)												
Protestant	63.9	65.4	64.1	64.4	64.1	64.3	59.3	59.7	59.4	66.8	72.2	67.6
Catholic	15.9	21.3	16.9	21.8	28.2	23.4	18.6	24.3	19.9	12.7	14.8	13.0
Jewish	10.4	6.7	9.7	3.7	2.2	3.3	12.3	8.9	11.5	10.7	6.2	10.1
Other	3.4	2.7	3.3	3.8	2.8	3.6	3.3	2.9	3.2	3.4	2.6	3.3
None	3.3	2.6	3.2	2.4	1.4	2.2	3.1	2.5	2.9	3.7	3.3	3.7
No answer	3.0	1.2	2.7	3.8	1.3	3.1	3.4	1.6	3.0	2.6	0.9	2.3
Current Religion (78b)												
Protestant	47.1	51.4	47.9	51.4	53.5	52.0	44.6	46.7	45.1	47.8	55.8	48.9
Catholic	12.2	19.2	13.5	17.8	26.8	20.1	14.7	22.4	16.4	9.2	12.2	9.6
Jewish	7.3	5.4	7.0	2.6	1.6	2.4	9.0	7.5	8.6	7.3	4.9	6.9
Other	6.1	5.2	5.9	7.1	5.9	6.8	5.7	5.1	5.6	6.2	5.1	6.0
None	21.9	15.6	20.7	15.0	10.1	13.8	20.2	15.0	19.0	24.6	18.8	23.7
No answer	5.4	3.1	4.9	6.0	2.1	5.0	5.8	3.3	5.3	4.9	3.4	4.7
Marital Status (85)												
Currently married	87.0	47.4	79.3	86.0	50.3	76.7	83.7	45.6	74.9	89.4	48.1	83.2
Divorced, separated, widowed	3.0	12.4	4.8	2.8	12.2	5.2	3.5	12.9	5.7	2.7	12.1	4.1
Never married	10.0	40.1	15.9	11.2	37.5	18.1	12.8	41.5	19.4	7.9	39.8	12.7
Number of Children (86)												
None	29.3	65.3	36.1	29.7	61.9	38.0	33.7	64.8	40.6	26.2	67.3	32.3
One	16.7	12.3	15.9	18.0	11.5	16.3	16.9	12.8	16.0	16.4	12.0	15.7
Two	26.3	12.9	23.7	25.9	12.7	22.5	24.3	13.8	22.0	27.7	12.0	25.4
Three or more	27.7	9.6	24.3	26.3	13.9	23.1	25.1	8.6	21.4	29.7	8.7	26.6

Table 3. Professional Background and Academic Activity of American College Faculty, by Sex: 1969
(Percentage Distribution)

Item Description and Question Number	All Institutions			In Two-Year Colleges			In Four-Year Colleges			In Universities		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Highest Degree Held (32b)												
Bachelor's or less	6.3	8.6	6.7	17.2	16.9	17.1	5.8	7.3	6.2	4.2	6.2	4.5
Master's (except professional)	30.1	53.3	34.5	63.0	67.7	64.2	36.9	51.5	40.2	18.3	48.9	22.9
Professional (except medical)	8.1	11.9	8.8	10.9	11.9	11.2	9.6	11.0	9.9	6.5	12.8	7.4
Medical degree	5.6	1.8	4.9	0.8	1.1	0.8	1.0	0.4	0.9	9.7	3.6	8.8
Ph.D. or Ed.D.	46.1	21.7	41.4	6.1	2.2	5.1	42.2	26.0	38.6	57.5	25.5	52.7
Other doctorate	3.8	2.8	3.6	2.1	0.3	1.6	4.3	3.7	4.2	3.8	2.8	3.6
Years Elapsed Between B.A. and Highest Degree (31)												
No higher degree held or no answer	12.4	15.6	13.0	22.4	22.6	22.4	13.3	15.2	13.8	9.5	12.9	10.0
1 - 2 years	11.6	19.6	13.2	22.2	24.2	22.7	14.1	17.7	14.9	7.6	19.7	9.4
3 - 4 years	20.1	15.0	19.2	17.5	15.0	16.9	16.1	13.4	15.5	23.4	16.8	22.4
5 - 7 years	23.1	15.0	21.5	15.8	11.1	14.6	20.0	15.9	19.1	26.8	15.6	25.1
8 - 10 years	15.0	11.2	14.3	10.1	8.1	9.6	15.7	12.8	15.0	15.7	10.8	15.0
11 or more years	17.8	23.6	18.8	12.0	19.1	13.8	20.7	25.0	21.7	17.0	24.1	18.0
Percentage Checking that During Graduate School (68):												
Was a teaching assistant	55.8	41.3	53.0	29.1	27.3	28.6	53.3	39.7	50.2	63.3	49.1	61.2
Was a research assistant	38.2	18.9	34.6	12.9	6.3	11.2	31.0	18.8	28.3	48.5	24.6	45.0
Was awarded fellowship over $1,000	49.7	41.8	48.2	25.4	24.4	25.2	47.9	41.0	46.4	56.2	50.0	55.2
Had faculty "sponsor" for job	38.1	27.7	36.1	19.1	20.0	19.3	32.0	26.6	30.8	46.2	32.2	44.1
Year Highest Degree Received (30)												
Before 1939	6.8	5.5	6.5	5.4	4.8	5.3	7.0	5.4	6.6	7.0	5.9	6.8
1939-1948	8.9	10.9	9.3	6.4	10.0	7.3	7.6	11.2	8.4	10.3	11.0	10.4
1949-1958	26.4	22.0	25.5	28.5	20.8	26.5	23.5	22.2	23.2	27.8	22.3	27.0
1959 or since	57.9	61.6	58.6	59.7	64.4	60.9	62.0	61.2	61.8	54.8	60.8	55.7
Major Field of Postgraduate Degree (33b)												
Business, commerce, and management	4.2	2.5	3.8	4.7	7.2	5.4	4.7	1.6	4.0	3.7	1.4	3.3
Education (incl. phys. ed.)	9.6	16.1	10.9	17.2	16.5	17.0	10.6	16.6	11.9	7.3	15.4	8.5
Biological sciences (incl. agriculture)	8.6	4.0	7.7	4.3	3.3	4.1	5.1	3.4	4.7	11.8	5.1	10.8
Physical sciences (incl. mathematics)	12.6	5.0	11.1	9.5	4.8	8.3	13.8	6.1	12.1	12.4	4.0	11.2
Engineering (incl. architecture)	7.7	0.3	6.2	3.2	0.1	2.4	6.4	0.2	5.0	9.5	0.4	8.2
Social sciences (incl. psych. and geog.)	12.1	7.6	11.3	7.6	4.8	6.9	12.4	9.1	11.7	13.0	7.3	12.1
Fine Arts	6.0	7.6	6.3	6.8	5.7	6.5	7.7	9.1	8.0	4.8	6.7	5.1
Humanities	15.4	20.6	16.4	15.2	19.6	16.3	19.6	23.9	20.6	12.6	17.4	13.3
Health fields	4.9	6.7	5.2	0.6	5.2	1.8	0.9	2.7	1.3	8.5	11.8	9.0
Other professions (incl. social work, law, journalism, library science)	2.9	4.5	3.2	2.0	1.7	1.9	2.6	3.5	2.8	3.3	6.9	3.8
All other fields (incl. home ec, industrial arts)	1.1	4.6	1.7	1.7	1.3	1.6	1.1	2.4	1.4	0.9	8.6	2.1
None, no postgraduate degree (incl. no answer)	15.0	20.3	16.0	27.1	29.9	27.8	15.0	21.3	16.4	12.1	14.9	12.6
Present Rank (1)												
Professor	24.5	9.4	21.6	7.1	3.6	6.2	22.0	11.2	19.6	30.1	9.9	27.2
Associate professor	21.9	15.7	20.7	10.1	13.4	10.9	23.3	17.1	21.9	23.8	15.1	22.5
Assistant professor	28.2	28.7	28.3	15.2	17.0	15.7	30.8	31.6	31.0	29.4	30.7	29.6
Instructor	16.3	34.8	19.9	38.7	45.6	40.5	15.8	29.6	19.0	11.5	35.7	15.1
Lecturer	3.3	4.6	3.6	0.8	1.3	0.9	5.2	6.5	5.5	2.7	4.0	2.9
No ranks designated	3.4	3.3	3.4	23.1	14.6	20.9	1.4	1.4	1.4	0.3	0.3	0.3
Other	2.3	3.5	2.5	5.0	4.6	4.9	1.4	2.5	1.7	2.2	4.2	2.5

Table 3. (Con't.) Professional Background and Academic Activity of American College Faculty, by Sex: 1969 (Percentage Distribution)

Item Description and Question Number	All Institutions			In Two-Year Colleges			In Four-Year Colleges			In Universities		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Type of Appointment (2)												
Regular with tenure	48.8	37.5	46.7	47.2	41.5	45.7	44.3	38.4	43.0	52.3	34.7	49.6
Regular without tenure	46.7	57.6	48.8	49.5	56.3	51.3	50.8	55.4	51.9	43.3	60.5	45.9
Acting	1.9	2.9	2.1	2.1	2.0	2.1	2.0	3.7	2.4	1.8	2.5	1.9
Visiting	2.5	2.0	2.4	1.1	0.2	0.9	2.8	2.4	2.7	2.6	2.3	2.6
Basic Salary for Academic Year (81)												
Below $7,000	6.2	17.0	8.3	10.9	16.6	12.4	6.0	17.8	8.7	5.3	16.2	7.0
$7,000 - $9,999	21.7	45.6	26.4	35.7	52.7	40.2	30.0	48.8	34.3	13.1	38.8	17.0
$10,000 - $11,999	20.6	17.6	20.0	22.2	15.4	20.4	24.1	15.7	22.2	17.9	20.7	18.3
$12,000 - $13,999	17.4	9.9	16.0	18.8	9.8	16.4	15.9	8.8	14.3	18.1	11.3	17.1
$14,000 - $16,999	15.5	6.1	13.7	10.5	4.6	8.9	12.5	5.5	10.9	18.6	7.4	16.9
$17,000 - $19,999	9.1	2.0	7.7	1.2	0.1	0.9	6.3	1.8	5.3	12.7	3.2	11.3
$20,000 - $24,999	6.3	1.2	5.3	0.4	0.1	0.3	3.7	1.0	3.0	9.3	2.0	8.2
$25,000 and over	3.1	0.5	2.6	0.2	0.7	0.3	1.5	0.6	1.2	4.9	0.3	4.2
Salary Basis (82)												
9/10 months	65.1	68.7	65.8	79.4	78.2	79.1	70.9	70.4	70.8	58.0	62.5	58.7
11/12 months	34.9	31.2	34.2	20.6	21.8	20.9	29.1	29.6	29.2	42.0	37.5	41.3
Teaching Responsibilities (4)												
Entirely undergraduate	48.2	68.6	52.1	96.0	96.2	96.0	67.5	75.5	69.3	24.3	48.1	27.8
Some undergraduate, some graduate	35.1	19.6	32.1	1.0	0.8	0.9	25.1	16.6	23.2	49.6	31.8	47.0
Entirely graduate	12.3	6.8	11.3	0.0	0.0	0.0	4.8	4.0	4.6	20.2	13.2	19.2
Not teaching this year	4.4	4.9	4.5	3.0	3.0	3.0	2.7	3.9	3.0	5.9	6.9	6.0
Percentage Using Teaching Methods in Most/Some Courses (6):												
Term papers	51.5	62.1	53.5	54.7	60.0	56.0	62.6	68.4	63.9	43.4	56.0	45.2
Frequent quizzes	58.7	69.4	60.7	84.5	85.2	84.7	67.3	72.5	68.4	47.0	58.4	48.6
Teaching assistants	22.2	13.6	20.7	1.8	3.3	2.2	13.1	8.8	12.2	31.8	22.4	30.5
Closed-circuit television	6.8	7.9	7.1	7.7	7.7	7.7	8.5	7.9	8.4	5.7	8.1	6.0
Machine-aided instruction	14.0	18.3	14.8	25.9	31.1	27.2	15.2	15.8	15.3	10.7	15.1	11.3
Discouragement of Student Visits Outside Office Hours (8)												
Yes, almost always	2.3	3.5	2.5	2.7	3.8	3.0	1.7	2.6	1.9	2.5	4.3	2.8
Yes, with exceptions	8.6	10.8	9.0	5.9	11.8	7.4	7.8	8.9	8.0	9.8	12.6	10.2
No	89.1	85.7	88.5	91.3	84.4	89.6	90.5	88.5	90.0	87.7	83.0	87.0
Number Class Hours Per Week (3)												
None	7.9	7.6	7.8	3.3	4.1	3.5	4.0	5.6	4.4	11.5	11.4	11.5
1 - 4	16.2	11.9	15.4	7.3	7.0	7.2	10.8	10.8	10.8	22.0	15.4	21.0
5 - 8	26.8	17.7	25.0	8.7	9.2	8.8	21.8	16.6	20.6	34.3	22.8	32.6
9 - 12	28.3	32.8	29.1	16.2	21.7	17.6	42.5	40.4	42.1	21.7	29.4	22.8
13 or more	20.7	29.9	22.5	64.4	58.0	62.7	21.0	26.4	22.2	10.5	21.0	12.1
Total Students in Classes (7)												
None (incl. no answer)	6.3	6.2	6.2	3.3	3.9	3.4	3.4	4.8	3.8	8.8	8.7	8.8
Under 25	19.7	18.5	19.5	12.0	14.5	12.7	15.0	18.6	15.8	24.6	20.1	24.0
25 - 49	21.8	22.7	22.0	15.6	19.8	16.7	23.1	23.2	23.1	22.4	23.5	22.5
50 - 99	28.3	29.9	28.6	28.5	32.6	29.5	34.2	32.2	33.7	24.4	26.3	24.6
100 - 249	20.6	20.6	20.6	35.6	26.6	33.3	22.1	19.8	21.6	16.2	18.6	16.5
250 or more	3.3	2.1	3.0	5.0	2.5	4.4	2.2	1.4	2.0	3.6	2.8	3.5

Table 3. (Con't.) Professional Background and Academic Activity of American College Faculty, by Sex: 1969 (Percentage Distribution)

Item Description and Question Number	All Institutions			In Two-Year Colleges			In Four-Year Colleges			In Universities		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Percentage Reporting Influence Opportunities (Great Deal or Quite a Bit) On (17 a,b):												
Departmental policies	60.8	51.2	59.0	69.2	64.2	68.0	63.2	54.0	61.1	57.4	42.2	55.1
Institutional policies	16.6	11.6	15.6	26.0	18.5	24.1	20.2	13.8	18.7	12.1	5.9	11.1
Teaching-Research Interests (50)												
Heavily in research	4.6	1.8	4.1	0.9	0.3	0.7	2.5	1.2	2.2	6.9	3.0	6.3
Both, lean toward research	22.3	8.9	19.8	3.7	3.8	3.7	14.3	8.2	12.9	31.9	12.1	28.9
Both, lean toward teaching	35.8	28.6	34.4	19.8	17.9	19.3	37.6	30.5	36.0	38.2	31.3	37.2
Heavily in teaching	37.2	60.8	41.8	75.6	78.1	76.2	45.5	60.1	48.8	23.0	53.5	27.5
Number of Professional Articles Published (47)												
None (incl. no answer)	39.0	63.2	43.6	75.1	79.9	76.3	47.2	64.5	51.1	25.2	54.3	29.5
1 - 4	30.1	26.4	29.4	21.5	17.8	20.5	33.7	26.7	32.2	29.7	29.9	29.7
5 - 10	11.6	5.8	10.5	2.1	1.9	2.1	9.4	5.5	8.5	15.2	7.8	14.1
11 - 20	7.8	2.5	6.8	0.8	0.2	0.6	5.0	1.9	4.3	11.4	4.2	10.3
21 or more	11.4	2.1	9.7	0.5	0.1	0.4	4.6	1.4	3.9	18.5	3.8	16.3
Personal Career Rating (37)												
Very successful	24.4	24.1	24.4	24.6	31.8	26.4	20.9	21.5	21.0	26.8	23.4	26.3
Fairly successful	69.0	70.2	69.3	70.2	61.9	68.0	71.4	72.5	71.6	67.2	71.4	67.8
Fairly or very unsuccessful	6.5	5.7	6.3	5.2	6.3	5.5	7.7	6.0	7.3	6.0	5.2	5.9

Table 4. Attitudes of American College Faculty Toward Education, Faculty, and the Profession, by Sex: 1969
(Percentage Distribution)

Item Description and Question Number	All Institutions			In Two-Year Colleges			In Four-Year Colleges			In Universities		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Percentage Rating of Institution as Excellent or Good On (75 d-1):												
Intellectual environment	51.8	51.4	51.7	44.7	46.7	45.2	43.9	45.5	44.5	58.6	60.0	58.8
Faculty salary	47.8	41.6	46.6	47.0	50.5	47.9	46.7	41.4	45.5	48.8	37.8	47.1
Teaching load	52.9	45.4	51.4	40.5	41.7	40.8	46.6	46.0	46.5	59.8	46.3	57.8
Student/faculty ratio	52.8	52.8	52.8	50.3	53.1	51.0	56.2	59.2	56.9	51.1	45.3	50.2
Administration	50.6	53.3	51.1	53.6	55.3	54.0	49.6	53.5	50.5	50.5	52.1	50.8
Effectiveness of campus senate	37.0	43.8	38.3	41.7	49.3	43.7	36.7	41.7	37.8	36.1	43.7	37.2
Research resources	46.8	41.8	45.8	34.0	36.7	34.7	30.0	30.8	30.2	60.8	56.3	60.1
Availability of research funds	30.6	26.8	29.9	11.3	12.9	11.6	15.5	16.5	15.7	44.6	44.5	44.6
Cultural resources	44.5	44.2	44.5	29.2	32.3	30.0	36.0	40.3	37.0	53.6	53.9	53.6
Percentage Agreeing Strongly or With Reservations (9, excluding those requiring grad. dept.):												
Most undergraduates are mature enough to be given more responsibility for their own education.	68.9	72.2	69.6	61.5	61.3	61.5	68.8	73.1	69.8	70.7	76.2	71.5
Graduate students in my subject do best if their undergraduate major was in the same general field.	76.6	79.6	77.1	85.2	87.7	85.8	80.6	80.5	80.6	72.8	76.2	73.3
Most Ph.D. holders in my field get their degrees without showing much scholarly ability.	29.2	27.2	28.9	25.1	23.1	24.7	29.4	27.2	28.9	29.9	28.7	29.7
Many of the best graduate students can no longer find meaning in science and scholarship.	28.3	29.4	28.5	32.5	29.4	31.8	31.2	29.8	30.9	25.8	29.0	26.3
Graduate education in my subject is doing a good job of training students.	71.8	70.0	71.5	69.3	67.8	69.0	70.0	70.5	70.1	73.3	70.2	72.9
Some of the best graduate students drop out because they do not want to "play the game" or "beat the system."	36.1	39.7	36.7	55.3	54.1	55.0	42.0	42.8	42.2	29.2	32.2	29.6
The typical undergraduate curriculum has suffered from the specialization of faculty members.	53.2	45.6	51.8	51.7	42.4	49.4	52.5	44.5	50.7	54.0	48.1	53.1
This institution should be as concerned about students' personal values as it is with their intellectual development.	75.3	81.0	76.4	85.6	89.1	86.5	79.4	81.8	79.9	70.3	76.5	71.2
Most undergraduates here are basically satisfied with the education they are getting.	72.7	70.6	72.3	84.7	84.4	84.6	71.0	67.7	70.3	70.9	67.5	70.4
A man can be an effective teacher without personally involving himself with his students.	42.3	39.3	41.7	40.9	36.9	39.8	40.5	39.2	40.2	43.9	40.4	43.4
Most faculty here are strongly interested in the academic problems of undergraduates.	60.4	69.5	62.2	77.6	84.2	79.3	65.6	72.2	67.1	52.9	59.5	53.9
Most American colleges reward conformity and crush student creativity.	51.5	54.5	52.1	51.4	53.4	51.9	53.8	53.8	53.8	50.0	55.9	50.9
This institution should be actively engaged in solving social problems.	60.3	63.9	61.0	63.9	62.8	63.6	59.2	63.5	60.1	60.3	64.8	61.0

Table 4. (Con't.) Attitudes of American College Faculty Toward Education, Faculty, and the Profession, by Sex: 1969
(Percentage Distribution)

Item Description and Question Number	All Institutions			In Two-Year Colleges			In Four-Year Colleges			In Universities		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Percentage Agreeing Strongly or With Reservations (9, excluding those requiring grad. dept.) (Con't.):												
More minority group undergraduates should be admitted here even if it means relaxing normal academic standards of admission.	38.7	37.8	38.5	34.8	35.0	34.8	39.5	40.6	39.8	39.0	35.8	38.5
Any institution with a substantial number of black students should offer a program of Black Studies if they wish it.	65.6	76.0	67.6	68.4	80.4	71.5	66.5	75.7	68.6	64.3	74.3	65.8
Any special academic program for black students should be administered and controlled by black people.	23.2	28.8	24.3	27.9	30.7	28.6	24.6	28.6	25.5	21.2	28.0	22.2
Undergraduate education in America would be improved if:												
a) All courses were elective	20.2	20.4	20.3	21.8	20.4	21.4	22.5	22.2	22.4	18.4	18.4	18.4
b) Grades were abolished	31.7	41.2	33.5	35.8	42.9	37.6	33.5	40.7	35.1	29.6	41.0	31.3
c) Course work were more relevant to contemporary life and problems	73.2	81.1	74.7	80.9	85.9	82.2	75.1	80.1	76.2	70.1	80.1	71.6
d) More attention were paid to the emotional growth of students	69.5	78.0	71.1	77.8	84.5	79.5	72.6	77.4	73.7	65.5	75.6	67.0
e) Students were required to spend a year in community service or abroad	53.9	62.8	55.6	59.6	69.2	62.0	57.2	64.5	58.8	50.4	57.9	51.5
f) Colleges and universities were governed completely by their faculty and students	39.9	39.5	39.8	34.8	29.5	33.4	42.1	41.8	42.0	39.6	41.4	39.9
g) There were less emphasis on specialized training and more on broad liberal education	56.1	59.3	56.7	50.7	51.9	51.0	61.0	64.6	61.8	54.2	56.6	54.5
Percentage Agreeing Strongly or With Reservations (27, first 17 only):												
The normal academic requirements should be relaxed in appointing members of minority groups to the faculty here.	21.6	19.8	21.2	17.3	16.2	17.0	21.4	21.0	21.3	22.6	20.1	22.2
Opportunities for higher education should be available to all high school graduates who want it.	70.1	73.4	70.7	85.2	85.8	85.4	69.5	71.9	70.0	67.0	69.4	67.4
Most American colleges and universities are racist whether they mean to be or not.	37.1	39.6	37.6	35.5	34.9	35.3	38.8	41.7	39.4	36.4	39.4	36.8
Public colleges and universities must be more responsive to public demands than are private institutions.	68.0	69.6	68.3	72.3	74.3	72.8	66.0	66.5	66.1	68.4	70.9	68.7
Junior faculty members have too little say in the running of my department.	32.7	32.8	32.7	27.3	22.9	26.2	31.6	28.9	31.0	34.7	41.5	35.7
A small group of senior professors has disproportionate power in decision-making in this institution.	42.4	41.7	42.3	30.9	27.7	30.1	43.3	41.2	42.9	44.4	48.5	45.0
This institution would be better off with fewer administrators.	47.7	40.8	46.3	51.8	39.0	48.5	45.2	39.3	43.8	48.4	43.2	47.6

Table 4. (Con't.) Attitudes of American College Faculty Toward Education, Faculty, and the Profession, by Sex: 1969
(Percentage Distribution)

Item Distribution and Question Number	All Institutions			In Two-Year Colleges			In Four-Year Colleges			In Universities		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Percentage Agreeing Strongly or With Reservations (27, first 17 only)(Con't.):												
There should be faculty representation on the governing board of this institution.	89.4	92.9	90.1	88.2	90.7	88.9	90.7	93.2	91.3	88.8	93.6	89.5
Trustees' only responsibilities should be to raise money and gain community support.	45.1	49.2	45.9	39.8	43.0	40.6	47.5	49.6	48.0	44.7	51.5	45.7
The administration here has taken a clear stand in support of academic freedom.	74.4	72.7	74.0	70.4	72.3	70.9	75.6	75.9	75.7	74.5	69.3	73.7
Faculty unions have a divisive effect on academic life.	52.7	51.8	52.5	53.1	52.8	53.0	51.7	50.7	51.5	53.3	52.4	53.2
Teaching assistants' unions have a divisive effect on academic life.	50.6	49.7	50.4	48.8	51.8	49.6	49.3	48.5	49.2	51.7	49.9	51.5
Faculty members should be more militant in defending their interests.	57.2	46.4	55.2	58.7	41.1	54.2	59.7	49.1	57.3	55.2	46.0	53.8
Collective bargaining by faculty members has no place in a college or university.	41.2	39.7	40.9	28.6	37.0	30.8	37.2	39.6	37.7	46.8	41.0	46.0
Most rules governing student behavior here are sensible.	78.3	79.3	78.5	84.8	83.3	84.4	76.9	78.5	77.3	77.7	78.3	77.8
Campus rules here are generally administered in a reasonable way.	82.5	83.5	82.7	85.2	88.6	86.1	81.7	82.3	81.8	82.5	82.5	82.5
Undergraduates known to use marijuana regularly should be suspended or dismissed.	51.1	54.8	51.8	63.2	66.2	63.9	53.1	55.4	53.7	46.9	48.9	47.2
Percentage Agreeing Strongly or With Reservations (42, all):												
My field is too research oriented.	25.6	20.8	24.7	26.3	17.5	24.0	27.8	22.3	26.6	24.0	20.7	23.5
I prefer teaching courses which focus on limited specialities to those which cover wide varities of material.	47.8	50.0	48.2	44.0	47.9	45.0	45.6	50.7	46.8	50.1	50.3	50.1
I consider myself an intellectual.	70.1	67.6	69.6	57.1	60.4	58.0	71.0	70.6	70.9	72.4	67.5	71.6
I hardly ever get the time to give a piece of work the attention it deserves.	48.8	52.5	49.5	51.5	49.0	50.9	50.0	53.6	50.8	47.4	52.8	48.2
I tend to subordinate all aspects of my life to my work.	43.5	44.2	43.6	41.2	46.8	42.6	42.9	44.0	43.1	44.4	43.3	44.3
A man's teaching and research inevitably reflect his political values.	37.1	44.8	38.5	43.3	48.8	44.7	40.1	45.9	41.4	33.6	41.9	34.8
My commitments to different aspects of my job are the source of considerable personal strain.	43.0	42.7	43.0	38.5	42.5	39.6	41.9	41.7	41.9	44.8	43.8	44.7
I am in frequent communication with people in my own academic specialty in other institutions.	58.8	54.1	57.9	47.1	53.1	48.6	51.8	53.1	52.1	66.1	55.6	64.5
Many of the highest-paid university professors get where they are by being "operators," rather than by their scholarly or scientific contributions.	49.2	44.8	48.4	46.6	41.6	45.3	49.1	47.0	48.6	49.9	43.8	49.0
By and large, full-time professional researchers in universities are people who couldn't quite make it on the faculty.	15.4	13.1	15.0	19.2	12.8	17.5	15.2	13.9	14.9	14.7	12.3	14.4

Table 4. (Con't.) Attitudes of American College Faculty Toward Education, Faculty, and the Profession, by Sex: 1969
(Percentage Distribution)

Item Description and Question Number	All Institutions			In Two-Year Colleges			In Four-Year Colleges			In Universities		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Percentage Agreeing Strongly or With Reservations (42, all) (Con't.):												
Genuine scholarship is threatened in universities by the proliferation of big research centers.	34.5	32.8	34.2	38.8	33.8	37.5	36.6	34.4	36.1	32.3	30.8	32.0
The concentration of federal and foundation research grants in the big institutions:												
a) is unfair to other institutions	55.2	49.3	54.1	56.6	51.9	55.4	61.5	54.2	59.9	50.7	42.7	49.6
b) is corrupting to the institutions and men that get them	38.9	26.2	36.6	38.4	25.3	35.1	40.6	28.1	37.9	38.0	24.6	36.0
c) contributes substantially to the advancement of knowledge	83.4	85.1	83.7	84.4	85.2	84.6	81.8	84.5	82.4	84.2	85.8	84.5
Many professors in graduate departments exploit their students to advance their own research.	65.7	66.5	65.9	73.4	70.6	72.7	68.4	67.2	68.1	62.3	64.0	62.6
In my department it is very difficult for a man to achieve tenure if he does not publish.	46.1	34.6	43.9	8.4	7.2	8.1	29.2	26.7	28.7	65.5	55.4	64.0
Teaching effectiveness, not publications, should be the primary criterion for promotion of faculty.	75.2	90.3	78.1	96.6	96.9	96.7	85.0	91.3	86.4	64.0	86.2	67.3
Faculty promotions should be based in part on formal student evaluations of their teachers.	57.9	61.2	58.5	60.6	60.1	60.4	59.0	61.8	59.6	56.7	61.1	57.2
A professor at a junior college or state college ought to get the same pay as a university professor of equal seniority.	51.8	70.3	55.3	84.6	85.8	84.9	58.5	69.6	61.0	39.8	64.0	43.4
Classified weapons research is a legitimate activity on college and university campuses.	45.9	34.8	43.9	49.8	37.4	46.7	44.0	30.5	41.1	46.4	38.3	45.2
Big contract research has become more a source of money and prestige for researchers than an effective way of advancing knowledge.	60.4	57.0	59.7	62.6	55.8	60.9	64.0	59.0	62.9	57.5	55.5	57.2
Percentage Agreeing Undergraduates Should Have Control or Voting Power On (26a):												
Faculty hiring and promotion	6.0	5.6	5.9	5.6	6.8	5.9	7.5	5.6	7.1	5.1	5.2	5.1
Admissions policy	13.3	13.5	13.4	11.2	14.7	12.1	16.4	14.7	16.0	11.8	11.7	11.8
Curriculum content	14.3	17.2	14.8	11.1	17.2	12.7	17.3	17.5	17.3	13.0	16.8	13.6
Student discipline	63.6	66.5	64.1	52.0	63.2	54.9	66.9	69.1	67.4	64.0	65.1	64.2
Degree requirements	13.6	14.4	13.7	10.4	13.0	11.0	16.0	15.2	15.8	12.7	14.1	12.9

Table 5. Political Preferences and Attitudes of American College Faculty Toward Major Social Issues, by Sex: 1969
(Percentage Distribution)

Item Distribution and Question Number	All Institutions			In Two-Year Colleges			In Four-Year Colleges			In Universities		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Current Politics (61a)												
Left	5.3	3.0	4.9	2.7	1.9	2.5	5.9	3.5	5.4	5.5	2.9	5.1
Liberal	40.3	37.4	39.8	31.1	23.2	29.1	41.5	40.4	41.2	41.7	40.6	41.5
Middle-of-the-road	26.3	30.6	27.1	30.8	38.1	32.9	25.9	30.7	27.0	25.4	27.1	25.7
Moderately conservative	25.3	26.3	25.5	31.5	33.7	32.1	24.3	22.7	23.9	24.6	26.8	25.0
Strongly conservative	2.8	2.6	2.7	3.6	3.0	3.5	2.5	2.7	2.5	2.8	2.5	2.7
Vote in 1968 (63)												
Humphrey	47.4	49.3	47.8	38.2	45.1	40.0	50.3	51.6	50.5	47.7	48.7	47.8
Nixon	32.7	33.8	32.9	43.3	41.9	42.9	29.6	29.7	29.6	32.3	34.8	32.6
Wallace	1.3	1.0	1.2	2.1	2.4	2.2	1.1	0.9	1.1	1.2	0.6	1.1
Other	2.1	1.3	1.9	1.9	1.3	1.7	2.5	1.2	2.2	1.9	1.4	1.8
Did not vote	10.0	9.3	9.9	6.5	5.3	6.2	9.8	10.4	9.9	11.0	9.9	10.8
No answer	6.5	5.1	6.2	8.0	4.0	7.0	6.7	6.1	6.6	6.0	4.5	5.7
Position on Vietnam (59)												
The U.S. should withdraw from Vietnam immediately.	18.0	18.6	18.1	11.5	14.2	12.2	19.8	20.6	19.9	18.3	18.3	18.3
The U.S. should reduce its involvement, and encourage the emergence of a coalition government in South Vietnam.	40.6	39.6	40.4	34.7	33.5	34.3	40.0	40.5	40.1	42.4	41.4	42.3
The U.S. should try to reduce its involvement, while being sure to prevent a Communist takeover in the South.	33.0	34.4	33.2	39.5	42.7	40.3	32.5	31.9	32.4	31.8	33.5	32.0
The U.S. should commit whatever forces are necessary to defeat the Communists.	8.4	7.4	8.2	14.3	9.7	13.1	7.7	7.1	7.6	7.5	6.7	7.4
Percentage Agreeing Strongly or With Reservations on Social Issues (58):												
Where de facto segregation exists, black people should be assured control over their own schools.	62.8	70.7	64.3	60.5	69.3	62.8	63.8	71.8	65.7	62.5	70.0	63.6
Racial integration of the public elementary schools should be achieved even if it requires busing.	43.6	47.1	44.3	35.4	39.5	36.5	44.4	51.6	46.1	44.9	45.5	45.0
Meaningful social change cannot be achieved through traditional American politics.	30.6	40.3	32.4	34.5	43.9	37.0	33.1	42.2	35.2	28.0	36.5	29.3
With a few exceptions, the Chicago police acted reasonably in curbing the demonstrations at the Democratic National Convention.	41.7	42.4	41.8	57.9	57.1	57.7	39.8	38.0	39.4	39.3	40.5	39.4
Hippies represent an important criticism of American culture.	51.8	55.5	52.5	48.6	49.3	48.8	53.4	58.0	54.5	51.5	55.5	52.0
Marijuana should be legalized.	34.6	28.0	33.3	23.3	20.0	22.4	35.2	28.5	33.7	36.8	31.2	35.9
Some form of Communist regime is probably necessary for progress in underdeveloped countries.	18.8	18.1	18.7	18.1	13.7	17.0	19.5	19.1	19.4	18.5	18.9	18.6
In the U.S.A. today there can be no justification for using violence to achieve political goals.	72.9	73.5	73.0	75.0	78.2	75.8	71.2	68.8	70.7	73.5	76.6	73.9
The main cause of Negro riots in the cities is white racism.	44.6	43.2	44.3	39.2	34.9	38.1	46.7	47.7	46.9	44.4	42.1	44.1

Table 6. Protest Participation and Attitudes on Campus Activism of American College Faculty, by Sex: 1969 (Percentage Distribution)

Item Distribution and Question Number	All Institutions			In Two-Year Colleges			In Four-Year Colleges			In Universities		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
General Approval of National Student Activism (19)												
Unreservedly approve	3.2	2.2	3.0	0.9	1.6	1.1	3.8	2.4	3.5	3.3	2.3	3.1
Approve with reservations	38.9	40.0	39.1	33.1	29.7	32.2	40.2	43.9	41.1	39.3	40.3	39.5
Disapprove with reservations	41.0	42.5	41.3	42.5	46.5	43.5	40.3	39.5	40.1	41.1	44.1	41.5
Unreservedly disapprove	16.9	15.3	16.6	23.5	22.2	23.2	15.7	14.2	15.3	16.3	13.3	15.8
Attitude Toward Most Recent Local Incident (23)												
No incident (per quest. 22, or no answer)	42.1	50.1	43.7	71.4	79.1	73.4	53.7	56.7	54.4	27.7	29.4	28.0
Approve aim and method	15.2	12.0	14.6	5.6	3.4	5.0	13.6	11.2	13.1	18.5	16.9	18.2
Approve aim but not method	14.6	13.9	14.5	8.6	7.0	8.2	11.8	12.6	12.0	17.9	18.5	18.0
Disapprove of aims	16.9	12.6	16.1	9.2	5.4	8.2	11.2	9.2	10.7	22.5	19.5	22.1
Uncertain	10.0	10.6	10.1	4.7	4.7	4.7	8.6	9.5	8.8	12.1	14.6	12.4
Indifferent	1.1	0.8	1.1	0.4	0.4	0.4	1.0	0.7	1.0	1.4	1.1	1.3
Role in Most Recent Incident (24)												
No incident (per quest. 22, or no answer)	42.9	51.1	44.4	72.4	81.5	74.7	54.4	57.3	55.0	28.4	30.2	28.7
Helped plan, organize, or lead	0.3	0.3	0.3	0.2	0.1	0.2	0.4	0.5	0.4	0.3	0.1	0.3
Joined in protest (but did not plan)	1.0	0.9	1.0	0.1	0.0	0.1	0.9	0.9	0.9	1.2	1.3	1.2
Openly supported (did not join or plan)	6.7	6.0	6.6	2.6	1.6	2.4	6.8	5.9	6.6	7.7	8.0	7.7
Openly opposed	2.2	1.3	2.0	1.7	0.9	1.5	2.1	1.3	1.9	2.4	1.5	2.3
Tried to mediate	3.6	2.7	3.4	2.8	1.5	2.5	4.1	3.5	3.9	3.4	2.4	3.3
Was not involved	43.2	37.7	42.2	20.0	14.4	18.6	31.3	30.5	31.1	56.5	56.4	56.5
Percentage Agreeing Demonstrations Harmful (Fairly or Very) On (25):												
Research	5.2	2.8	4.7	2.7	0.5	2.2	5.7	4.2	5.3	5.4	2.3	4.9
Teaching	6.7	5.6	6.5	7.2	3.6	6.3	8.4	7.3	8.2	5.5	4.6	5.3
Relations with department colleagues	7.2	5.3	6.9	6.5	3.7	5.8	7.6	5.7	7.2	7.1	5.6	6.9
Relations with other colleagues	8.0	5.5	7.5	7.9	6.0	7.4	10.1	6.2	9.2	6.6	4.5	6.3
Relations with students	4.7	3.4	4.5	5.4	1.7	4.5	5.3	4.2	5.0	4.2	3.4	4.1
View of administrators	27.0	23.2	26.3	18.1	14.7	17.2	24.6	22.6	24.1	30.6	27.6	30.2
Relation with community	39.1	29.0	37.2	21.3	11.5	18.8	33.2	25.8	31.5	46.9	40.3	46.0
Percentage Agreeing Strongly or With Reservations On Student Activism Issues (27, last 10 only):												
Political activities by students have no place on a college campus.	15.6	17.9	16.0	22.4	26.1	23.3	15.5	18.4	16.2	14.0	13.6	13.9
Student demonstrations have no place on a college campus.	28.8	33.4	29.7	40.4	44.2	41.4	29.2	33.1	30.1	25.8	28.8	26.2
Students who disrupt the functioning of a college should be expelled or suspended.	80.3	78.9	80.1	86.9	86.3	86.7	78.6	77.9	78.4	80.0	76.6	79.5
Most campus demonstrations are created by far left groups trying to cause trouble.	50.6	54.2	51.3	61.9	66.3	63.0	48.7	50.4	49.1	49.3	53.0	50.0
College officials have the right to regulate student behavior off campus.	18.3	16.8	18.0	20.7	19.4	20.4	19.5	17.2	19.0	17.1	15.1	16.8
Respect for the academic profession has declined over the past 20 years.	59.6	64.8	60.6	65.8	66.6	66.0	61.0	65.4	62.0	57.3	63.4	58.2
A student's grades should not be revealed to anyone off campus without his consent.	81.0	85.1	81.7	81.7	81.3	81.6	82.7	86.4	83.5	79.6	85.3	80.5
Faculty members should be free on campus to advocate violent resistance to public authority.	21.4	19.8	21.1	14.7	13.8	14.4	22.6	22.0	22.4	22.2	20.2	21.9
Faculty members should be free to present in class any idea that they consider relevant.	82.3	85.3	82.9	76.5	80.0	77.4	82.9	87.1	83.8	83.2	85.8	83.6
Campus disruptions by militant students are a threat to academic freedom.	83.4	81.3	83.0	87.5	86.4	87.2	82.5	80.2	81.9	83.1	80.3	82.6

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APPENDIX A

Faculty Questionnaire

THE CARNEGIE COMMISSION ON HIGHER EDUCATION

THE AMERICAN COUNCIL ON EDUCATION

Dear Colleague:

American higher education is currently undergoing its greatest changes in a hundred years. The extent and rapidity of these changes are causing severe strains and grave problems in our colleges and universities. But while we can see the broad outlines of these problems in overcrowded classrooms, rising costs, student rebellions, and threats to academic feeedom from several quarters, there is very little detailed information on the form they take in different kinds of institutions, or in different disciplines and professions. Nor do we have firm knowledge of how the people most directly affected, the students and faculty, feel about these problems and issues.

To meet this need for more and better knowledge, the Carnegie Commission on Higher Education, in cooperation with the American Council on Education, is conducting a national survey of students and faculty in a broad sample of colleges and universities. The information we are gathering will be of help to the Carnegie Commission and to other bodies concerned with public policy in this area, as well as to scholars who are studying current problems and developments in American higher education. Our findings will be published in books and reports; the data we collect will be made available in an anonymous form to other scholars and students of higher education.

We have no illusion that even a broad survey of this kind will answer all our questions. We know the limits of questionnaires, and are conducting other studies, in other ways, to supplement this survey. Nevertheless, a broad survey such as this provides information that can be obtained in no other way. We know how busy faculty members and administrators are. And we know also that other surveys may have made similar demands on your time. But the present survey is unique in its scope and purposes: it is the first to ask similar questions of students and faculty in the same institutions, and it is the first to explore a variety of these issues on a national scale. The accuracy of the survey and the worth of its findings are dependent on your willingness to answer our questions. We believe the importance of the study will justify the time you give it.

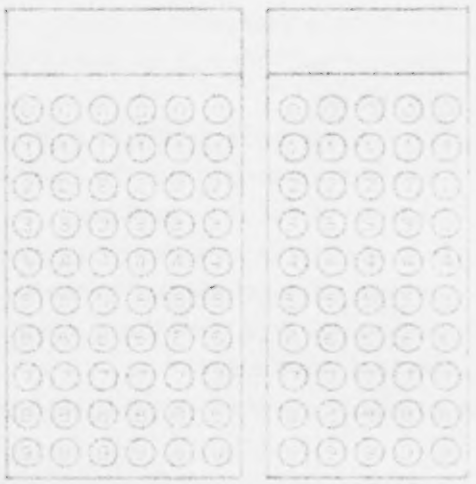
One other matter. It is impossible to frame questions all of which are equally relevant to faculty members in many different fields and kinds of institutions; you may find some that seem inappropriate to your situation. We urge you to answer all the questions as well as you can; in our analysis we will be able to take into account special circumstances that affect replies to some questions.

Finally, we assure you that your answers will be held in strictest confidence. We are interested only in statistical relationships and will under no circumstances report responses on an individual or departmental basis. Any special markings on your form are used solely for internal data processing.

We hope you will find the questionnaire interesting to answer, and that you will complete and return it to us while you have it at hand.

With our thanks for your cooperation.

Sincerely,



Logan Wilson
President
American Council
on Education

Clark Kerr
Chairman
Carnegie Commission
on Higher Education

MARKING INSTRUCTIONS:

This questionnaire will be read by an automatic scanning device. Certain marking requirements are essential to this process. Your careful observance of these few simple rules will be most appreciated.

Use soft black lead pencil only. (No. 2½ or softer)

Make heavy black marks that completely fill the circle.

Erase completely any answers you wish to change.

Avoid making any stray marks in this booklet.

1. What is your present rank?

- Instructor ..... ○
- Assistant Professor ..... ○
- Associate Professor ..... ○
- Professor ..... ○
- Lecturer ..... ○
- No ranks designated ..... ○
- Other ..... ○

2. What kind of appointment do you have here?

- Regular with tenure ..... ○
- Regular without tenure ..... ○
- Acting ..... ○
- Visiting ..... ○

3. During the spring term *, how many hours per week are you spending in formal instruction in class? (Give actual, not credit hours)

None .. ○	7-8 ..... ○	13-16 ..... ○
1-4 ... ○	9-10 ..... ○	17-20 ..... ○
5-6 ... ○	11-12 ..... ○	21 or more ... ○

4. Are your teaching responsibilities this academic year

- Entirely undergraduate ..... ○
- Some undergraduate, some graduate .. ○ → Skip to No. 7
- Entirely graduate ..... ○ → Skip to No. 7
- Not teaching this year ..... ○ → Skip to No. 8

5. How much do you control the content of your undergraduate courses?

Almost completely .. ○	Somewhat ..... ○
Substantially ..... ○	Hardly at all ... ○

6. In about how many of the undergraduate courses you teach do you use the following?

	Most	Some	None
Term papers	○	○	○
Frequent quizzes	○	○	○
Graduate teaching assistants	○	○	○
Closed-circuit television	○	○	○
Computer or machine-aided instruction	○	○	○

Quarter, semester, trimester, etc.

7. About how many students, at all levels, are enrolled in your courses this term?

None .... ○	Under 25 .. ○	100-249 ..... ○
	25-49 ..... ○	250-399 ..... ○
	50-99 ..... ○	400 or more .. ○

8. Do you discourage undergraduates from seeing you outside your regular office hours?

- Yes, almost always ..... ○
- Yes, but with many exceptions ..... ○
- No ..... ○

9. Please indicate your agreement or disagreement with each of the following statements.

1. Strongly Agree
2. Agree With Reservations
3. Disagree With Reservations
4. Strongly Disagree

①②③④

- Most undergraduates are mature enough to be given more responsibility for their own education ..... ①②③④
- Graduate students in my subject do best if their undergraduate major was in the same general field ..... ①②③④
- Most graduate students in my department* are basically satisfied with the education they are getting ..... ①②③④
- Most Ph.D. holders in my field get their degrees without showing much real scholarly ability ..... ①②③④
- My department* has taken steps to increase graduate student participation in its decisions ..... ①②③④
- The graduate program in my department* favors the bright, imaginative student ..... ①②③④
- Many of the best graduate students can no longer find meaning in science and scholarship ..... ①②③④
- Graduate education in my subject is doing a good job of training students ..... ①②③④
- Some of the best graduate students drop out because they do not want to "play the game" or "beat the system" ..... ①②③④
- The female graduate students in my department* are not as dedicated as the males ..... ①②③④
- The typical undergraduate curriculum has suffered from the specialization of faculty members ..... ①②③④
- This institution should be as concerned about students' personal values as it is with their intellectual development ..... ①②③④

* If no graduate program in your department, leave blank.

9 Continued.

Most undergraduates here are basically satisfied with the education they are getting ..... ①②③④

A man can be an effective teacher without personally involving himself with his students ..... ①②③④

Most faculty here are strongly interested in the academic problems of undergraduates ..... ①②③④

Most American colleges reward conformity and crush student creativity ..... ①②③④

This institution should be actively engaged in solving social problems ..... ①②③④

More minority group undergraduates should be admitted here even if it means relaxing normal academic standards of admission .... ①②③④

Any institution with a substantial number of black students should offer a program of Black Studies if they wish it ..... ①②③④

Any special academic program for black students should be administered and controlled by black people ..... ①②③④

Undergraduate education in America would be improved if:

a) All courses were elective ..... ①②③④

b) Grades were abolished ..... ①②③④

c) Course work were more relevant to contemporary life and problems ..... ①②③④

d) More attention were paid to the emotional growth of students .. ①②③④

e) Students were required to spend a year in community service at home or abroad .... ①②③④

f) Colleges and universities were governed completely by their faculty and students ..... ①②③④

g) There were less emphasis on specialized training and more on broad liberal education ..... ①②③④

10. For each of these areas, <u>should</u> present academic standards in your institution (a,b) and your graduate department (c,d) be--
(Mark one in each row)

①②③④⑤⑥
1. Much higher
2. Somewhat higher
3. Left as they are
4. Somewhat lower
5. Much lower
6. No graduate department

a) Undergraduate admissions .. ①②③④⑤

b) Bachelor's degrees ..... ①②③④⑤

c) Graduate admissions ..... ①②③④⑤⑥

d) Advanced degrees ..... ①②③④⑤⑥

11. Do you feel that the administration of your department* is:

Very autocratic ..... ○
Somewhat autocratic ..... ○
Somewhat democratic ..... ○
Very democratic ..... ○

*Here and hereafter, if you have a joint appointment, answer for your <u>main</u> department. If your institution has no departments, answer for the equivalent administrative unit (e.g., division for junior colleges).

12. Is the chairman of your department appointed for a fixed short term (3 years or less) or for a long or indefinite period?

Long/Indefinite... ○ Short term..... ○

13. Roughly how many regular members (at the rank of instructor or above) does your department have this year?

3 or fewer..... ○	16 - 20..... ○
4 - 5 ..... ○	21 - 25..... ○
6 - 7 ..... ○	26 - 30..... ○
8 - 10 ..... ○	31 - 40 ..... ○
11 - 15 ..... ○	41 or more ..... ○

14. How much has your department changed in size in the last 3 years? Is it:

Much larger ..... ○
Somewhat larger ..... ○
About the same ..... ○
Smaller ..... ○

15a Do you think your department is now

Too big..... ○
About right..... ○
Too small..... ○

b Do you think your institution is now

Too big..... ○
About right..... ○
Too small..... ○

16. How active are you (a) in your own department's affairs? (b) in the faculty government of your institution (committee memberships, etc,)?
(Mark one in each column)

	Department	Institution
Much more than average.....	○	○
Somewhat more than average..	○	○
About average	○	○
Somewhat less than average ..	○	○
Much less than average	○	○

17. How much opportunity do you feel you have to influence the policies (a) of your department? (b) of your institution?

(Mark one in each column)

	Department	Institution
A great deal	O	O
Quite a bit	O	O
Some	O	O
None	O	O

18. How many of the people you see socially are:

(a) members of the faculty here?

Almost all ..... O
Most ..... O
About half ..... O
Some ..... O
Almost none .. O

(b) members of your department?

Almost all ..... O
Most ..... O
About half ..... O
Some ..... O
Almost none .. O

19. What do you think of the emergence of radical student activism in recent years?

Unreservedly approve ..... O
Approve with reservations ..... O
Disapprove with reservations ..... O
Unreservedly disapprove ..... O

20. With respect to the student revolt at Columbia last year, were you in sympathy with

the students' aims and their methods .... O
their aims but not their methods ..... O
neither their aims nor their methods ..... O
I don't know enough about it to judge .... O

21. Have any of your children been active in civil rights, anti-Vietnam, or other demonstrations?

Yes ..... O
None active ..... O
None of that age ..... O

22. Has your campus experienced any student protests or demonstrations during the current academic year?

Yes... O No.... O (if no, skip to No. 25)

23. How would you characterize your attitude toward the most recent demonstration?

Approved of the demonstrators aims and methods ..... O
Approved of their aims but not their methods ..... O
Disapproved of their aims ..... O
Uncertain or mixed feelings ..... O
Indifferent ..... O

24. What was your role in this demonstration? (Mark all that apply)

Helped to plan, organize, or lead the protest ..... O
Joined in active protest with the demonstrators ..... O
Openly supported the goals of the protestors ..... O
Openly opposed the goals of the protestors.. O
Tried to mediate in the protest ..... O
Was not involved actively in any way ..... O

25. What effect have student demonstrations (on your campus or elsewhere) had on each of the following? (Mark one in each row)

1. Very favorable
2. Fairly favorable
3. Fairly harmful
4. Very harmful
5. No effect

Your research ..... ①②③④⑤
Your teaching ..... ①②③④⑤
Your relations with departmental colleagues ..... ①②③④⑤
Your relations with other colleagues ..... ①②③④⑤
Your relations with students ..... ①②③④⑤
Your view of your campus administration ..... ①②③④⑤
Your institution's relations with the local community ..... ①②③④⑤

26a. What role do you believe undergraduates should play in decisions on the following?

1. Control
2. Voting power on committees
3. Formal consultation
4. Informal consultation
5. Little or no role

Faculty appointment and promotion ..... ①②③④⑤
Undergraduate admissions policy ..... ①②③④⑤
Provision and content of courses ..... ①②③④⑤
Student discipline ..... ①②③④⑤
Bachelor's degree requirements ..... ①②③④⑤

b. What role do you believe graduate students should play in decisions on the following?

Faculty appointment and promotion ..... ①②③④⑤
Departmental graduate admissions policy ..... ①②③④⑤
Provision and content of graduate courses ..... ①②③④⑤
Student discipline ..... ①②③④⑤
Advanced degree requirements ..... ①②③④⑤

27. Please indicate your agreement or disagreement with each of the following statements.

1. Strongly agree
2. Agree with reservations
3. Disagree with reservations
4. Strongly disagree

The normal academic requirements should be relaxed in appointing members of minority groups to the faculty here ..... ①②③④
Opportunities for higher education should be available to all high school graduates who want it ..... ①②③④
Most American colleges and universities are racist whether they mean to be or not ..... ①②③④
Public colleges and universities must be more responsive to public demands than are private institutions ..... ①②③④
Junior faculty members have too little say in the running of my department ..... ①②③④
A small group of senior professors has disproportionate power in decision-making in this institution. ①②③④
This institution would be better off with fewer administrators ..... ①②③④
There should be faculty representation on the governing board of this institution ..... ①②③④
Trustees' only responsibilities should be to raise money and gain community support ..... ①②③④
The administration here has taken a clear stand in support of academic freedom ..... ①②③④
Faculty unions have a divisive effect on academic life ..... ①②③④
Teaching assistants' unions have a divisive effect on academic life ... ①②③④
Faculty members should be more militant in defending their interests ..... ①②③④
Collective bargaining by faculty members has no place in a college or university ..... ①②③④
Most rules governing student behavior here are sensible ..... ①②③④
Campus rules here are generally administered in a reasonable way. ①②③④
Undergraduates known to use marijuana regularly should be suspended or dismissed ..... ①②③④
Political activities by students have no place on a college campus. ①②③④

27 Continued.

Student demonstrations have no place on a college campus ..... ①②③④
Students who disrupt the functioning of a college should be expelled or suspended ..... ①②③④
Most campus demonstrations are created by far left groups trying to cause trouble ..... ①②③④
College officials have the right to regulate student behavior off campus ..... ①②③④
Respect for the academic profession has declined over the past 20 years. ①②③④
A student's grades should not be revealed to anyone off campus without his consent ..... ①②③④
Faculty members should be free on campus to advocate violent resistance to public authority ..... ①②③④
Faculty members should be free to present in class any idea that they consider relevant ..... ①②③④
Campus disruptions by militant students are a threat to academic freedom ..... ①②③④

28. Have you known of a case here within the past two years in which a man's politics affected his chances for retention or promotion?

I know definitely of a case ..... O
I've heard of a case ..... O
I don't know of a case ..... O
I'm sure it hasn't happened ..... O

29. In recent years, have you ever felt intimidated in your classes by students with strong political or racial views?

Yes .... O No ..... O

30. In what year did you obtain your highest degree?

1928 or before .. O	1949-1953 ..... O
1929-1933 ..... O	1954-1958 ..... O
1934-1938 ..... O	1959-1963 ..... O
1939-1943 ..... O	1964-1966 ..... O
1944-1948 ..... O	1967 or later .... O

31. How many years elapsed between your obtaining your bachelor's degree and your highest degree?

No degree higher than bachelor's ..... O
I am still working for a higher degree ..... O
1 - 2 years ..... O
3 - 4 years ..... O
5 - 7 years ..... O
8 - 10 years ..... O
11 - 15 years ..... O
Over 15 years ..... O

32. On the following list, please mark

1. **(If any) the degree(s) for which you are currently working**
2. **All degrees that you have earned**
3. **All degrees you have earned at this institution**

	Working Toward	Now hold	Earned here
Less than Bachelor's (A.A., etc.)	①	②	③
Undergraduate Bachelor's	①	②	③
First professional law degree	①	②	③
First professional medical degree (e.g. M.D., D.D.S.)	①	②	③
Other first professional beyond undergraduate bachelor's	①	②	③
Master's (except first professional)	①	②	③
Doctor of Arts or equivalent for doctorate degree without dissertation	①	②	③
Ph.D	①	②	③
Ed.D	①	②	③
Other doctorate (except first professional)	①	②	③
None	①	②	③

33. From the following list, mark one subject in each column; mark the most appropriate fine categories, if applicable; where your precise field does not appear, mark the most similar category.

1. **Undergraduate major**
2. **Highest postgraduate degree**
3. **Present principal teaching field**
4. **Present primary field of research, scholarship, creativity**
5. **Department* of teaching appointment**

	①	②	③	④	⑤
NONE	①	②	③	④	⑤
Agriculture and/or Forestry	①	②	③	④	⑤
Architecture and/or Design	①	②	③	④	⑤
Biological Sciences (General Biology)	①	②	③	④	⑤
Bacteriology, Molecular biology, Virology, Microbiology	①	②	③	④	⑤
Biochemistry	①	②	③	④	⑤
General Botany	①	②	③	④	⑤
Physiology, Anatomy	①	②	③	④	⑤
General Zoology	①	②	③	④	⑤
Other Biological Sciences	①	②	③	④	⑤
Business, Commerce and Management	①	②	③	④	⑤
Education	①	②	③	④	⑤
Elementary and/or Secondary	①	②	③	④	⑤
Foundations	①	②	③	④	⑤
Educational Psychology and Counseling	①	②	③	④	⑤
Educational Administration	①	②	③	④	⑤
Other Education fields	①	②	③	④	⑤
Engineering	①	②	③	④	⑤
Chemical	①	②	③	④	⑤
Civil	①	②	③	④	⑤
Electrical	①	②	③	④	⑤
Mechanical	①	②	③	④	⑤
Other Engineering fields	①	②	③	④	⑤
Fine Arts	①	②	③	④	⑤
Art	①	②	③	④	⑤
Dramatics and Speech	①	②	③	④	⑤
Music	①	②	③	④	⑤
Other Fine Arts	①	②	③	④	⑤
Geography	①	②	③	④	⑤
Health Fields	①	②	③	④	⑤
Medicine	①	②	③	④	⑤
Nursing	①	②	③	④	⑤
Other Health fields	①	②	③	④	⑤
Home Economics	①	②	③	④	⑤
Humanities	①	②	③	④	⑤
English language & literature	①	②	③	④	⑤
Foreign languages & literature	①	②	③	④	⑤
French	①	②	③	④	⑤
German	①	②	③	④	⑤
Spanish	①	②	③	④	⑤
Other foreign languages (including linguistics)	①	②	③	④	⑤
History	①	②	③	④	⑤
Philosophy	①	②	③	④	⑤
Religion & Theology	①	②	③	④	⑤
Other Humanities fields	①	②	③	④	⑤
Industrial Arts	①	②	③	④	⑤
Journalism	①	②	③	④	⑤
Law	①	②	③	④	⑤
Library Science	①	②	③	④	⑤
Mathematics and Statistics	①	②	③	④	⑤
Physical & Health Education	①	②	③	④	⑤
Physical Sciences	①	②	③	④	⑤
Chemistry	①	②	③	④	⑤
Earth Sciences (incl. Geology)	①	②	③	④	⑤
Physics	①	②	③	④	⑤
Other Physical Sciences	①	②	③	④	⑤
Psychology	①	②	③	④	⑤
Clinical	①	②	③	④	⑤
Experimental	①	②	③	④	⑤
Social	①	②	③	④	⑤
Counseling and Guidance	①	②	③	④	⑤
Other Psychology fields	①	②	③	④	⑤
Social Sciences	①	②	③	④	⑤
Anthropology & Archaeology	①	②	③	④	⑤
Economics	①	②	③	④	⑤
Political Science, Government	①	②	③	④	⑤
Sociology	①	②	③	④	⑤
Other Social Sciences	①	②	③	④	⑤
Social Work, Social Welfare	①	②	③	④	⑤
ALL OTHER FIELDS	①	②	③	④	⑤

* Mark main department, if you have a joint appointment.

34. On the following list of large American universities, mark one in each column; if the names of your institutions do not appear, mark appropriate "other" categories.

1. Bachelor's degree
2. Highest degree
3. First regular teaching job

	1	2	3
NONE or not appropriate	①	②	③
Boston University	①	②	③
Brown University, R.I.	①	②	③
California Institute of Technology	①	②	③
California, University of, at Berkeley	①	②	③
California, University of, at Los Angeles	①	②	③
Carnegie Institute of Technology, Pa.	①	②	③
Catholic University of America, D.C.	①	②	③
Chicago, University of	①	②	③
Colorado, University of	①	②	③
Columbia University Teachers' College, N.Y.	①	②	③
Columbia University, N.Y.	①	②	③
Cornell University, N.Y.	①	②	③
Duke University, N.C.	①	②	③
Florida, University of	①	②	③
Fordham University, N.Y.	①	②	③
Harvard University, Mass	①	②	③
Illinois, University of	①	②	③
Indiana University at Bloomington	①	②	③
Iowa State University	①	②	③
Iowa, University of	①	②	③
Johns Hopkins University	①	②	③
Kansas, University of	①	②	③
Louisiana State University	①	②	③
Maryland, University of	①	②	③
Massachusetts Instutute of Technology	①	②	③
Michigan State University	①	②	③
Michigan, University of	①	②	③
Minnesota, University of	①	②	③
Missouri, University of, at Columbia	①	②	③
Nebraska, University of	①	②	③
New York University	①	②	③
North Carolina, University of	①	②	③
Northwestern University, Ill.	①	②	③
Notre Dame University, Ind	①	②	③
Ohio State University	①	②	③
Oklahoma, University of	①	②	③
Oregon State University	①	②	③
Oregon, University of	①	②	③
Pennsylvania State University	①	②	③
Pennsylvania, University of	①	②	③
Pittsburgh, University of	①	②	③
Princeton University, N.J.	①	②	③
Purdue University	①	②	③
Rochester, University of	①	②	③
Rutgers University, N.J.	①	②	③
Southern California, University of	①	②	③
Stanford University, Calif.	①	②	③
Syracuse University, N.Y.	①	②	③
Texas, University of	①	②	③
Utah, University of	①	②	③
Virginia, University of	①	②	③
Washington University, Mo.	①	②	③
Washington, University of, Wash	①	②	③
Western Reserve University, Ohio	①	②	③
Wisconsin, University of	①	②	③
Yale University, Conn	①	②	③
Other private Ph.D.-granting university	①	②	③
Other state Ph.D.-granting university	①	②	③
Other private college (no Ph.D. program)	①	②	③
Other public college (no Ph.D. program)	①	②	③
A foreign institution	①	②	③
A junior or community college	①	②	③

35. How long have you been employed (beyond the level of teaching or research assistant):

a. in colleges or universities?

1 year or less	○	10-14 years	○
2-3 years	○	15-19 years	○
4-6 years	○	20-29 years	○
7-9 years	○	30 years or more	○

b. at this institution?

1 year or less	○	10-14 years	○
2-3 years	○	15-19 years	○
4-6 years	○	20-29 years	○
7-9 years	○	30 years or more	○

36. At how many different colleges or universities have you been employed full-time (beyond the level of teaching or research assistant)?

None	○	Four	○
One	○	Five	○
Two	○	Six	○
Three	○	Seven or more	○

37. Comparing yourself with other academic men of your age and qualifications, how successful do you consider yourself in your career?

- Very successful ○
- Fairly successful ○
- Fairly unsuccessful ○
- Very unsuccessful ○

38. In general, how do you feel about this institution?

- It is a very good place for me ○
- It is fairly good for me ○
- It is not the place for me ○

39. Do you think you could be equally or more satisfied with life in any other college or university?

Definitely yes ..... ○
Probably yes ..... ○
Probably no ..... ○
Definitely no ..... ○

40. If you were to begin your career again, would you still want to be a college professor?

Definitely yes ..... ○
Probably yes ..... ○
Probably no ..... ○
Definitely no ..... ○

41. (a) Mark <u>all</u> types of work that you have engaged in for a year or more since earning your bachelor's degree (not counting part-time work while in graduate school). (b) What were you doing immediately prior to taking a job at this institution? (Mark one)

	Have Done	Did Last
Teaching in a university	○	○
Teaching in a 4-year college	○	○
Teaching in a junior or community college	○	○
Full-time non-teaching research position in a college or university	○	○
Post-doctoral fellowship or traineeship in a university	○	○
Full-time college or university administration	○	○
Teaching or administration in an elementary or secondary school	○	○
Research and development outside educational institutions	○	○
Executive or administrative post outside educational institutions	○	○
Other professional position	○	○
Student	○	○
Other	○	○

42. Please indicate your agreement or disagreement with each of the following statements.

1. Strongly agree
2. Agree with reservations
3. Disagree with reservations
①②③④ — **4. Strongly disagree**

My field is too research oriented .. ①②③④
I prefer teaching courses which focus on limited specialties to those which cover wide varieties of material ..... ①②③④

42 Continued

I consider myself an intellectual ..... ①②③④
I hardly ever get the time to give a piece of work the attention it deserves ..... ①②③④
I tend to subordinate all aspects of my life to my work ..... ①②③④
A man's teaching and research inevitably reflect his political values ..... ①②③④
My commitments to different aspects of my job are the source of considerable personal strain ..... ①②③④
I am in frequent communication with people in my own academic specialty in other institutions ..... ①②③④
Many of the highest-paid university professors get where they are by being "operators", rather than by their scholarly or scientific contributions ..... ①②③④
By and large, full-time professional researchers in universities are people who couldn't quite make it on the faculty ..... ①②③④
Genuine scholarship is threatened in universities by the proliferation of big research centers ..... ①②③④
The concentration of federal and foundation research grants in the big institutions (Mark each line)
1) is unfair to other institutions ..... ①②③④
2) is corrupting to the institutions and men that get them ..... ①②③④
3) contributes substantially to the advancement of knowledge ..... ①②③④
Many professors in graduate departments exploit their students to advance their own research ..... ①②③④
In my department it is very difficult for a man to achieve tenure if he does not publish ..... ①②③④
Teaching effectiveness, not publications, should be the primary criterion for promotion of faculty ..... ①②③④
Faculty promotions should be based in part on formal student evaluations of their teachers ..... ①②③④
A professor at a junior college or state college ought to get the same pay as a university professor of equal seniority ..... ①②③④
Classified weapons research is a legitimate activity on college and university campuses ..... ①②③④
Big contract research has become more a source of money and prestige for researchers than an effective way of advancing knowledge ..... ①②③④

GO ON TO PAGE 9

43. Given the following four possible activities of academic men, please mark the first three in order:

1. **According to their importance to you personally**
2. **According to your understanding of what your institution expects of you**

(Mark one in each column)

	Importance to Me			Institution's Expectation		
	First	Second	Third	First	Second	Third
Provide undergraduates with a broad liberal education	O	O	O	O	O	O
Prepare undergraduates for their chosen occupation	O	O	O	O	O	O
Train graduate or professional students	O	O	O	O	O	O
Engage in research	O	O	O	O	O	O

44. Within the past two years have you received an offer of another job or a serious inquiry about your availability for another position?

An offer ..... O
Not-an offer, but a serious inquiry ..... O
Neither ..... O

45. In a normal week, what proportion of your work time is devoted to the following activities:

a. Administration (departmental or institutional, including committee work)

None ..... O 1-10% ... O 41-60% ..... O
11-20% ... O 61-80% ..... O
21-40% ... O 81-100% ..... O

b. Consulting (with or without pay)

None ..... O 1-10% .... O 41-60% ..... O
11-20% ... O 61-80% ..... O
21-40% ... O 81-100% ..... O

c. Outside professional practice

None ..... O 1-10% .... O 41-60% ..... O
11-20% ... O 61-80% ..... O
21-40% ... O 81-100% ..... O

46. To how many academic or professional journals do you subscribe?

None ..... O 3-4 ..... O 11-20..... O
1-2 ..... O 5-10 ..... O More than 20 . O

47. How many articles have you published in academic or professional journals?

None ..... O 3-4 ..... O 11-20..... O
1-2 ..... O 5-10 ..... O More than 20 . O

48. How many books or monographs have you published or edited, alone or in collaboration?

None ..... O 3-4 ..... O
1-2 ..... O 5 or more ..... O

49. How many of your professional writings have been published or accepted for publication in the last two years?

None .. O 3-4 ..... O More than 10 . O
1-2 ..... O 5-10 ..... O

50. Do your interests lie primarily in teaching or in research?

Very heavily in research..... O
In both, but leaning toward research..... O
In both, but leaning toward teaching..... O
Very heavily in teaching..... O

51. Are you currently engaged in any scholarly or research work which you expect to lead to publication?

Yes..... O No..... O (If no, skip to No. 55)

52. Which of these statements applies to your current major piece of research or scholarship?

I am essentially working alone ..... O
I am working with one or two colleagues .... O
I am a member of a larger group..... O

53. Are any of the following working with you on any research project? (Mark <u>all</u> that apply)

Graduate research assistants..... O
Post-doctoral fellows or trainees ..... O
Full-time professional level research personnel..... O

54. In the past 12 months, did you receive research support from: (Mark <u>all</u> sources that apply)

Institutional or departmental funds ..... O
Federal agencies ..... O
State or local government agencies..... O
Private foundations ..... O
Private industry ..... O
Other ..... O
None..... O

55. During the past two years, have you served as a <u>paid</u> consultant to: (Mark <u>all</u> that apply)

Local business, government or schools ..... O
A national corporation..... O
A non-profit foundation..... O
Federal or foreign government ..... O
A research project ..... O
Other ..... O
No paid consulting..... O

56. Are you a member of any of the following organisations? (Mark all that apply)

American Association of University Professors ..... ○
American Federation of Teachers ..... ○
A National Education Association affiliate ..... ○
A local or state association or union of college teachers ..... ○
A state, county or city employees' association or other association not confined to college teachers ..... ○
An association limited to teachers at your institution (other than the Academic Senate) ..... ○

57. Do you feel that there are circumstances in which a strike would be a legitimate means of collective action:

a. for faculty members

Definitely yes ..... ○
Probably yes ..... ○
Probably not ..... ○
Definitely not ..... ○

b. for teaching assistants

Definitely yes ..... ○
Probably yes ..... ○
Probably not ..... ○
Definitely not ..... ○

58. Please indicate your agreement or disagreement with each of the following statements.

①②③④ — **1. Strongly agree**
2. Agree with reservations
3. Disagree with reservations
4. Strongly disagree

Where de facto segregation exists, black people should be assured control over their own schools ... ①②③④
Racial integration of the public elementary schools should be achieved even if it requires busing ..... ①②③④
Meaningful social change cannot be achieved through traditional American politics ..... ①②③④
With a few exceptions, the Chicago police acted reasonably in curbing the demonstrations at the Democratic National Convention ..... ①②③④
Hippies represent an important criticism of American culture ... ①②③④
Marijuana should be legalized ... ①②③④

58 Continued

Some form of Communist regime is probably necessary for progress in underdeveloped countries ..... ①②③④
In the USA today there can be no justification for using violence to achieve political goals ..... ①②③④
The main cause of Negro riots in the cities is white racism ..... ①②③④

59. Which of these positions on Vietnam is closest to your own?

The U.S. should withdraw from Vietnam immediately ..... ○
The U.S. should reduce its involvement, and encourage the emergence of a coalition government in South Vietnam ..... ○
The U.S. should try to reduce its involvement, while being sure to prevent a Communist takeover in the South ..... ○
The U.S. should commit whatever forces are necessary to defeat the Communists ○

60. How active were you in last year's political campaigns:

a. before the conventions?

Very active ..... ○
Fairly active ..... ○
Not very active ..... ○
Not active at all ..... ○

b. after the conventions?

Very active ..... ○
Fairly active ..... ○
Not very active ..... ○
Not active at all ..... ○

61.

①②③④⑤ — **1. Left**
2. Liberal
3. Middle-of-the-road
4. Moderately conservative
5. Strongly conservative

a. How would you characterize yourself politically at the present time? ..... ①②③④⑤

b. What were your politics as a college senior? ..... ①②③④⑤

c. What were your father's politics while you were growing up? ..... ①②③④⑤

d. How would you describe the prevailing political sentiments of undergraduates here? ..... ①②③④⑤

62. Whom would you have favored:

a. At the Republican convention:

Nixon.....O Rockefeller.....O

b. At the Democratic convention:

Humphrey.....O McCarthy.....O

63. Whom did you vote for in November?

Humphrey....O Another candidate.....O
Nixon.....O Did not vote.....O
Wallace ....O No answer .....O

64. Whom did you vote for in 1964?

Johnson....O Another candidate.....O
Goldwater ..O Did not vote.....O
No answer .....O

		Yes	No
65.	**a. Are you a United States citizen?..**	O	O
	b. IF YES: Have you ever been a citizen of another country?.....	O	O
66.	**Have you ever been a member of a student political club or group?.....**	O	O
67.	**Have you ever attended a junior or community college as a student? .....**	O	O

68. During your career as a graduate student:

	Yes	No
Were you ever a teaching assistant?	O	O
Were you ever a research assistant?.....	O	O
Were you ever awarded a fellowship or scholarship worth $1,000 per year or more?.....	O	O
Was there a faculty member who acted as your "sponsor" when you were looking for your first job?	O	O

69. Do you have a working association with any research institute or center within your institution?.....	O	O
70. In your department, are decisions other than personnel matters normally made by the vote of the whole department, including junior members?.....	O	O
71. a. Are you now chairman or head of your department?.....	O	O
b. IF NO: Have you ever been chairman or head of a university or college department?.....	O	O
72. a. Do you hold a full-time administrative position outside your own department?.....	O	O
b. IF NO: Do you hold a part-time administrative position outside your own department?.....	O	O

73. a. Are you now negotiating for, or have you already found or accepted, another position for the fall of 1969 ?.....	O	O
b. IF NO: Are you looking for another position?.....	O	O
c. IF NO: Would you seriously consider a reasonable offer of another position?.....	O	O
74. Would you describe yourself as conservative in your religious beliefs?....	O	O

75. How would you rate each of the following?

1. Excellent
2. Good
3. Fair
①②③④ — **4. Poor**

Your own salary .....①②③④
Your own graduate education .....①②③④
The academic reputation of your department outside your institution..①②③④

At your institution--

The intellectual environment .....①②③④
Faculty salary levels.....①②③④
Teaching load.....①②③④
Ratio of teaching faculty to students①②③④
The administration.....①②③④
The effectiveness of your campus senate or faculty council .....①②③④
General research resources (e.g., library, labs, computers, space, etc.) .....①②③④
Availability of research funds from all sources.....①②③④
Cultural resources .....①②③④

In your department--

The intellectual environment .....①②③④
Personal relations among faculty...①②③④
Faculty/student relations .....①②③④

76. How often, on average, do you

1. Once a week or more
2. Two or three times a month
3. About once a month
4. A few times a year
①②③④⑤ — **5. Once a year or less**

See undergraduates informally (for meals, parties, informal gatherings) ?.....①②③④⑤
Spend 4 hours uninterruptedly on professional reading, writing or research?.....①②③④⑤
Attend:
1. A religious service .....①②③④⑤
2. A concert .....①②③④⑤
3. An "art" film .....①②③④⑤
4. A play .....①②③④⑤
5. An art exhibition .....①②③④⑤
6. An athletic event.....①②③④⑤

77. **Do you consider yourself**
- Deeply religious ○
- Moderately religious ○
- Largely indifferent to religion ○
- Basically opposed to religion ○

78. **a. In what religion were you raised?**

Protestant	○	Other	○
Catholic	○	None	○
Jewish	○	No answer	○

b. What is your present religion?

Protestant	○	Other	○
Catholic	○	None	○
Jewish	○	No answer	○

79. **What is the highest level of formal education reached by your spouse? Your father? Your mother? (Mark one in each column)**

	Spouse	Father	Mother
No spouse	○		
8th grade or less	○	○	○
Some high school	○	○	○
Completed high school	○	○	○
Some college	○	○	○
Graduated from college	○	○	○
Attended graduate or professional school	○	○	○
Attained advanced degree	○	○	○

80. **What is (was) your father's principal occupation? (Mark one)**
- College or university teaching, research or administration ○
- Elementary or secondary school teaching or administration ○
- Other professional ○
- Managerial, administrative, semiprofessional ○
- Owner, large business ○
- Owner, small business ○
- Other white collar: clerical, retail sales ○
- Skilled wage worker ○
- Semi- and unskilled wage worker, farm laborer ○
- Armed forces ○
- Farm owner or manager ○

81. **What is your basic institutional salary, before tax and deductions, for the current academic year?**

Below $7,000	○	$17,000-$19,999	○
$7,000-$9,999	○	$20,000-$24,999	○
$10,000-$11,999	○	$25,000-$29,999	○
$12,000-$13,999	○	$30,000 and over	○
$14,000-$16,999	○		

82. **Is this based on**
9/10 months ○ 11/12 months ○

83. **In recent years, roughly how much have you earned over and above your basic salary? (Please estimate as a percentage of your basic salary.)**

0%	○	30%-39%	○
Under 10%	○	40%-49%	○
10%-19%	○	50% and over	○
20%-29%	○		

84 **What are the two largest sources of your supplementary earnings? (Mark one in each column)**

	Largest	Second Largest
Summer teaching	○	○
Teaching elsewhere (extension, etc.) other than summer teaching	○	○
Consulting	○	○
Private practice	○	○
Royalties (from publications, patents)	○	○
Fees for speeches and lectures	○	○
Research salaries and payments	○	○
Other	○	○
None	○	○

85. **What is your marital status?**
- Married (once only) ○
- Married (remarried) ○
- Separated ○
- Single (never married) ○
- Single (divorced) ○
- Single (widowed) ○

86. **How many dependent children do you have?**

None	○	Two	○
One	○	Three or more	○

87. **What is your date of birth?**

1903 or before	○	1924-1928	○
1904-1908	○	1929-1933	○
1909-1913	○	1934-1938	○
1914-1918	○	1939-1943	○
1919-1923	○	1944 or later	○

88. **Your sex:** Male ○ Female ○

89. **Your race:**
- White/Caucasian ○
- Black/Negro/Afro-American ○
- Oriental ○
- Other ○

If you have comments on any of the issues covered in this questionnaire please send them under separate cover to:

Survey of Higher Education
The Carnegie Commission on Higher Education
National Computer Systems Processing Center
1015 South Sixth Street
Minneapolis, Minnesota 55415

THANK YOU FOR YOUR COOPERATION

APPENDIX B

Institutions Represented by Faculty Respondents

APPENDIX B

Institutions Represented by Faculty Respondents

Adelphi University - Main Campus
Adrian College
Agricultural Mechanical and Normal College
Alabama A & M College
Alfred University - Main Campus
Allegheny College
American University
Amherst College
Aquinas College
Arizona State University
Athens College
Augsburg College
Austin College
Averett College
Bates College
Baylor University - Main Campus
Bay Path Junior College
Bellarmine-Ursuline College
Beloit College
Bennington College
Berea College
Bethany Lutheran College and Theo. Sem.
Black Hawk College
Boston College - Main Campus
Bowdoin College
Bowie State College
Bradley University
Brandeis University
Briarcliff College
Buena Vista College
California Institute of Technology
California State College at Fullerton
Calvin College
Cardinal Stritch College
Carleton College
Carroll College
Case-Western Reserve University
Centerville Community College
Cerritos College
Chapman College
Chatham College
Citrus Junior College
City College of San Francisco
Clarion State College - Main Campus
Colby College
College of Charleston
College of Mount St. Vincent
College of New Rochelle
College of Notre Dame
College of the Sequoias
Columbia University - Main Division
Compton College

Connecticut College
Cowley County Community Junior College
CUNY - Baruch College
CUNY - City College
CUNY - Hunter College
Dartmouth College
Davis & Elkins College
Delaware State College
Delaware Valley College of Science and Agriculture
DePauw University
Dickinson College
Dominican College of Blauvelt
Dominican College of San Rafael
Donnelly College
Earlham College
Eastern Iowa Community College - Muscatine
Eastern Mennonite College
Emory & Henry College
Fairmont State College
Fisk University
Florida State University
Florissant Valley College
Fort Hays Kansas State College
Franklin & Marshall College
Freed Hardeman College
Fresno State College - Main Campus
Gallaudet College
General Motors Institute
George Peabody College for Teachers
George Williams College
Georgia Institute of Technology - Main Campus
Gettysburg College
Gonzaga University
Grinnell College
Guilford College
Hamline University
Harding College - Main Campus
Harvard University
Harvey Mudd College
Haverford College
Henry Ford Community College
Highland Community College
Hollins College
Howard University
Idaho State University
Illinois Institute of Technology
Immaculate Heart College
Indian River Junior College
Iowa Wesleyan College
Itasca State Junior College
Johns Hopkins University - Main Campus
Johnson C. Smith University
Kansas Wesleyan University
Kentucky State College
Keystone Junior College
Knoxville College
Lake City Junior College and Forest Ranger School

Lake Forest College
Lakeland College
Lebanon Valley College
Le Moyne College
Loretto Heights College
Los Angeles Baptist College and Theo. Sem.
Louisiana Poly Institute
Louisiana State University - Main Campus
Loyola University of Los Angeles - Main Campus
MacMurray College
Madonna College
Manhattanville College
Marian College of Fond Du Lac
Marietta College
Marlboro College
Mary Baldwin College
Marymount College
McPherson College
Medaille College
Mercer County Community College
Mercyhurst College
Mesa College - Main Campus
Miami University - Oxford Campus
Michigan State University - Main Campus
Middlebury College
Mills College
Mira Costa College
Missouri Baptist College
Modesto Junior College
Monmouth College
Montana State University
Montclair State College
Monticello College
Morehouse College
Morris Brown College
Morris Harvey College
Mount Holyoke College
Mount San Antonio College
Napa College
Nazareth College
Nazareth College of Rochester
Newark College of Engineering
New Mexico State University - University Park Branch
Newton College of the Sacred Heart
New York University
Niagara County Community College
Northeastern Christian Junior College
Northeastern University
North Greenville Junior College
Northland College
Northwestern University
Northwest Missouri State College
Oakland City College
Oakland University

Oberlin College
Occidental College
Ohio Dominican College
Ohio State University - Main Campus
Oklahoma State University - Main Campus
Orange Coast College
Oregon State University
Our Lady of the Lake College
Pace College - Main Campus
Park College
Parsons College
Pennsylvania State University - Main Campus
Peru State College
Polytechnic Institute of Brooklyn
Prairie State College
Pratt Institute
Princeton University
Purdue University - Main Campus
Ranger College
Reed College
Rhode Island College
Rhode Island School of Design
Rider College
Rockford College
Rollins College - Main Campus
St. Edwards University
St. John College of Cleveland
St. John Fisher College, Inc.
St. Joseph College - Main Campus
St. Lawrence Seminary
St. Louis University - Main Campus
St. Mary's College of California
St. Mary's College of Maryland
St. Mary's Dominican College
St. Meinrad Seminary
St. Norbert College
Salem College
San Luis Rey College
Santa Barbara City College
Seattle University
Sinclair Community College
Southern Illinois University
Southern Methodist University
Spalding College
Springfield College
Spring Hill College
Stanford University
Stanislaus State College
Stephens College
Stevens Institute of Technology
Swarthmore College
Sweet Briar College
SUNY - Agriculture and Technical College at Alfred
SUNY - Agriculture and Technical College at Delhi

SUNY - College at Cortland
SUNY - College at Oswego
SUNY - College at Potsdam
SUNY - State University at Stonybrook
Talladega College
Tarkio College
Texas Christian University
Texas Technological University
Tufts University
Trinity College
Tulane University of Louisiana
U.S. Coast Guard Academy
U.S. Military Academy
University of Akron
University of Alaska - Main Campus
University of California - Berkeley
University of California - Davis
University of California - Irvine
University of California - Los Angeles
University of California - Riverside
University of California - Santa Barbara
University of California - Santa Cruz
University of Colorado - Main Campus
University of Dallas
University of Delaware
University of Denver
University of Detroit
University of Georgia
University of Hartford
University of Idaho
University of Illinois - Main Campus
University of Iowa
University of Kansas
University of Kentucky - Main Campus
University of Louisville
University of Massachusetts - Amherst Campus
University of Michigan
University of Mississippi - Main Campus
University of Missouri at Columbia
University of Nebraska - Main Campus
University of New Hampshire
University of New Mexico
University of North Carolina at Chapel Hill
University of the Pacific
University of Pennsylvania
University of the Redlands
University of Rhode Island
University of Rochester
University of San Diego College for Men
University of South Carolina - Main Campus
University of Tampa
University of Tennessee - Knoxville Campus
University of Tulsa

University of Virginia - Main Campus
University of Vermont and State Agricultural College
University of Washington
University of Wyoming
Valparaiso University
Vanderbilt University
Vassar College
Villa Maria College of Buffalo
Virginia Military Institute
Virginia Poly Institute - Main Campus
Virginia State College - Main Campus
Virginia Union University
Washington College
Washington & Lee University
Washington State University
Washington University
Webb Institute of Naval Architecture
Wellesley College
Wentworth Institute
Wesleyan College
Western Illinois University
Western New England College
West Virginia State College
Wharton County Junior College
Wheaton College
Whitman College
William Carey College
Williams College
Wisconsin State University - La Crosse
Wittenberg University
Wofford College
Worcester Junior College
Yankton College

APPENDIX C

Letter of Request to ACE Representative for Faculty Rosters

APPENDIX C
Letter of Request to ACE Representative for Faculty Rosters

AMERICAN COUNCIL ON EDUCATION
1785 MASSACHUSETTS AVENUE
WASHINGTON, D. C. 20036

OFFICE OF RESEARCH

COOPERATIVE INSTITUTIONAL
RESEARCH PROGRAM

October 23, 1968

The American Council on Education, in collaboration with the Carnegie Commission on the Future of Higher Education, is undertaking a broad survey of American colleges and universities. The study is being developed as an extension of our Cooperative Institutional Research Program, for which you are your institution's representative. As a part of our collaborative survey, the Carnegie Commission is making a study of faculty and graduate students in American higher education. Among the problems we wish to explore is the extent to which faculty members orient themselves toward their discipline and institution, their sentiments regarding the faculty's role in college governance, attitudes toward administrators and governing bodies, and the effects on faculty of institutional size, rate of growth, and internal substructuring. The aim of the study of graduate students is to provide a more detailed description of the variety and range of post-graduate education in the United States, including geographic, social and undergraduate backgrounds of students in different categories of graduate schools and departments, conceptions of advanced education held by students, and educational and career plans of graduate students.

We are addressing our request for assistance in this study to you in your role as institutional representative to our Program, and should appreciate any help you can provide in obtaining the following lists:

a. A list of the names and departmental addresses of the regular faculty of the academic departments and professional schools of your institution. This list should include any staff member who is in charge of courses: including visiting professors, visiting lecturers, and any lecturers, instructors, etc., whether "acting" or not, who are responsible for the teaching of any course during the '68-'69 academic year creditable towards a degree (associate, bachelors, or higher). If possible, this list should not include graduate students acting as teaching assistants. If any question arises as to whether or not to include an individual, please include him.

b. A list of names and local, but not departmental, addresses of graduate and professional students enrolled in the departments and schools of your institution in degree programs beyond the

undergraduate bachelor's degree. If the student is not in residence and does not have a local address, a home address would be appreciated. In order that we may arrive, for our own definitional purposes, at an accurate description of the kinds of students included in our sample, we would appreciate your attaching a note of the sources you have used to obtain these lists.

We realize you may not have direct access to lists of this nature, but we would appreciate your assistance in gathering this material and forwarding it. These lists can be on data cards, computer print-out, magnetic tape, or any form available and should be current lists of the faculty and graduate students during this term. If you have any questions about this request, call Glenn Edwards, collect (415) 642-6585. The material should be sent to: Mr. Glenn Edwards, Project Coordinator, Carnegie Commission Study on the Future of Higher Education, Survey Research Center, University of California, Berkeley, California, 94720. Please forward the lists to this address by no later than December 1, 1968.

As always, any information received will be held in the strictest confidence, findings will be used only in group analyses and no institution or person will be identified by name. On request, summary data will be provided to your institution.

We thank you for your assistance and appreciate your continued participation in our Program.

Sincerely yours,

Alexander W. Astin
Director

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